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UNITED STATES BUREAU OF EDUCATION.  
CIRCULAR OF INFORMATION NO. 3, 1903.

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CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 36.

HISTORY

OF

HIGHER EDUCATION IN MAINE,

BY

EDWARD W. HALL, LL. D.,

*Librarian of Colby College.*

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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.

1903.

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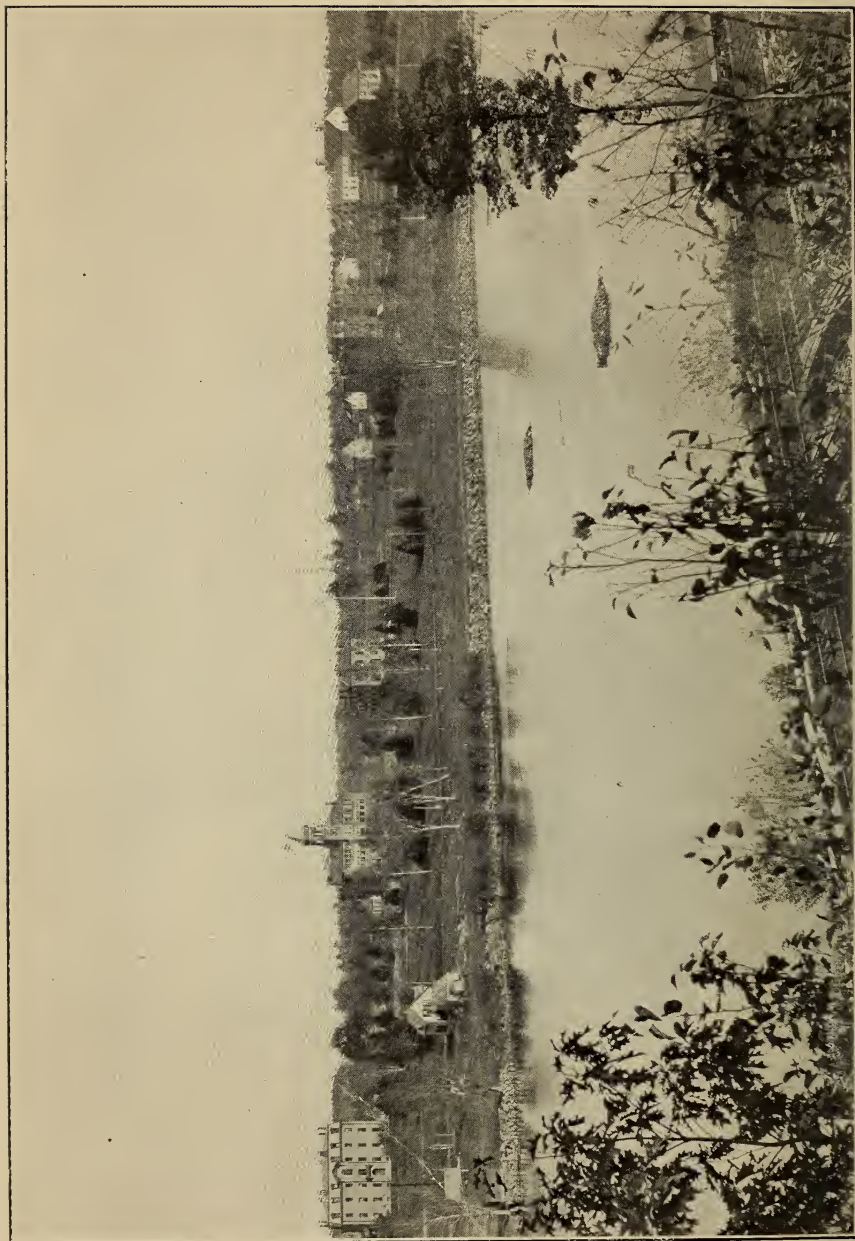


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Ash Hall,

Wingate Hall, Chemical Laboratory,

Coburn Hall, Farm Buildings,

President's House,

GENERAL VIEW OF UNIVERSITY OF MAINE.

UNITED STATES BUREAU OF EDUCATION.  
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## LETTER OF TRANSMITTAL.

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, D. C., January 26, 1903.*

SIR: I have the honor to transmit herewith the History of Higher Education in Maine, by Edward W. Hall, LL. D., librarian of Colby College. This monograph constitutes Circular of Information of this Bureau No. 3 of 1903, and is No. 36 of the series of Contributions to American Educational History, which have been published from time to time by the Bureau under the editorship of the late Herbert B. Adams. The present circular contains a sketch of the history of the school system of Maine as well as the history of higher education.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,  
*Secretary of the Interior.*



## Chapter I.

### THE PUBLIC SCHOOLS.

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The history of public education in Maine prior to 1820 belongs to the educational history of Massachusetts. The several enactments of the General Court of Massachusetts relating to maintaining public schools were of course applicable to the towns existing in the district of Maine.

The towns of Kittery and York received in 1673 "presentments" from the grand jury "for not providing a schoole and schoolmaster for ye aedification of youth according to law." It is inferred from other presentments that schools had been established in several other towns before that date.<sup>a</sup> But as the records of most of the towns in York County, the earliest settled in the State, were destroyed during the frequent conflicts with the Indians no reliable history of the establishment of schools prior to 1700 can be obtained. The town records of York mention the hiring of Nathaniel Freeman in 1701 "to Ceep a free scool for all the Inhabitants of our Town of York." They also mention the vote of the town March 9, 1724-25, "yt a School House shall be built at ye Lower end of ye Town on ye ministerial land this year at ye Town Cost and charges," which must have been the first schoolhouse built in Maine. These records further show that the town maintained not only schools to teach reading, writing, and arithmetic, but also maintained a grammar school, as it was then called, down to 1785. In that year formal mention is made of school districts and their limits defined. A school committee of nine was chosen April 1, 1779.

The town of Wells furnishes the next earliest record concerning schools. It is the vote of the town, March 20, 1715, "that the selectmen use their endeavour to procure a school master for the town at the town's charge, not exceeding twenty pounds per annum and his diate." It was not until 1716, however, that a schoolmaster, Mr. Richard Martyn, a graduate of Harvard, was induced to accept this salary and "diate." The historian of Wells, writing of these times, says:

During the short breathing time between Queen Anne's and Lovell's war, the great subject of schools seems first to have suggested itself to the attention of the

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<sup>a</sup> Sixth report of the State board of education, 1852, Hon. E. M. Thurston, secretary; report for 1876 of the State superintendent of schools, Hon. W. J. Corthell.

people. Even the lowest grade of instruction had not yet been provided for. During the perils of the wars, children could not have been trusted to attend school at any considerable distance from their homes, and, in fact, no school could have been safely kept. There is good reason for the belief that, down to this period, no school of any kind had been maintained.<sup>a</sup>

The interest awakened in Wells did not die out. In 1731 the first schoolhouse in town was built, followed in 1734 by two others. In Kennebunk, which was a part of Wells, the first record relating to schools is in 1757, when it was voted to hire a schoolmaster for one year. The first schoolhouse in the town is thus described by Bourne:

It was built of large round logs notched at the ends so as to let into each other. The walls were about 6 feet high, with a roof over the top, though the gable ends were entirely open. There were no windows, the light coming in freely from the ends. The only way of entering, both for master and scholars, was by climbing up on a stile at the end and jumping down into the house.

The parish had at least partial control of the schools until 1805, when the town assumed entire control. The first woman teacher was Polly Hovey, who taught at Kennebunk Port in 1792 and was paid \$1.50 per week.

The earliest record of schools in Portland is in 1729, when the selectmen were requested "to look out for a schoolmaster, to prevent the town's being presented." The first notice of the actual employment of a teacher is in 1733, when Robert Bayley was hired at a salary of £50. In 1736 the first "grammar school" was established, in which more extensive culture was provided, as a preparation for the university. In 1745 Stephen Longfellow, at the instance of Rev. Thomas Smith, transferred his grammar school from York to Portland, where he soon found 50 pupils at 8 shillings per quarter.<sup>b</sup>

Schools existed at Buxton in 1761, at New Gloucester in 1764, and at Machias in 1774. Mrs. John White opened the first school in Canaan in 1778, where Samuel Weston in 1778 had a class of married men, and in 1796 Isaiah Wood, "besides his classes in the Psalter and Dilworth's Spelling Book, introduced a class in the newspaper, which proved a very interesting document to the young." Josiah Spaulding, in 1779, kept a school at Norridgewock in the house of Mr. Laughton, the principal scholars being from the Spaulding and Laughton families, however. This town was divided into five school districts in 1790, when it was voted that "Grain and Corn of any kind, beans, peas, flax, sheep's wool, Pork, and Beef be rece'd in payment for the School and Minister's Rates." In 1791 Norridgewock raised £30 for schools, which amount was to be expended in "Each class their Equil proportion in schooling, according as the majer part of Said class shall agree." It was also one of the earliest towns to prescribe

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<sup>a</sup> E. E. Bourne, *History of Wells and Kennebunk*, pp. 307, 439.

<sup>b</sup> William Willis, *History of Portland, 1632-1864*, pp. 365-367.



sanitary regulations, the town committee having reported in 1806 the following:

2d. It is recommended to parents and others who have the care of youth that previous to their sending them to any school that they be careful that they are free from the Itch!

Schools are mentioned in the records of Union in 1785 and Castine in 1796.<sup>a</sup> The same general course was pursued in all. The minister was the leading mind in establishing the school, the parish exercised at first the active authority, the town or the freeholders, assembled in public meeting, voted the money.

#### SCHOOL DISTRICTS.

Many of the towns were sparsely settled, while the greater part of the township was wilderness. To attend school, if but one existed, some of the pupils must travel 12 miles. This led to keeping the school part of the time in one portion of the town and part in another. These portions, or school centers, had in some instances been formally recognized and limits assigned to them by vote of the town. In June, 1789, the general court passed an act which gave the school districts a legal existence.<sup>b</sup>

In the provisions of this act are found the substance of the school laws of Maine since enacted. These are: (1) Compelling towns to support schools; (2) the establishment of districts embracing part of the town, by a vote of the town, as the school unit; (3) the teaching of morals; (4) certificates of the literary and moral qualifications of teachers; (5) establishment of primary schools; (6) recognition of women as teachers; (7) the establishment of schools in unincorporated "plantations;" (8) recognition of the right of towns to manage schools by a committee.

It contains also some provisions not found in our present laws: (1) The compulsory support by each town of 100 families of a grammar, or, as it would now be ranked, a high school; (2) the control of the schools by the town through the selectmen or a committee chosen by the town; (3) the recognition of the settled ministers as persons whose examination and certification of teachers were authoritative.

In February, 1800, an act was passed enabling school districts to tax themselves to build schoolhouses, to choose clerks to keep their records, and committees to have charge of the expenditure of moneys raised to build schoolhouses.

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<sup>a</sup> Buxton Centennial: Address by Cyrus Woodman, p. 58. 1872. New Gloucester Centennial: Address by T. H. Haskell, p. 25. 1874. Machias Centennial: Address of W. B. Smith. 1863. J. W. Hanson, History of Norridgewock and Canaan, p. 325. 1849. J. L. Sibley, History of Union, p. 294. 1851. G. A. Wheeler, History of Castine, etc., p. 135. 1875.

<sup>b</sup> Quoted in full in Maine school report, 1876, pp. 17-19.

By an act of the general court, June 13, 1817, all school districts were made bodies corporate, empowered to maintain suits and to hold property for school purposes, thus receiving the last legal quality needful to clothe the school district with full power as a municipal corporation.

The establishment and care of the schools in the 161 towns which had been incorporated within the present limits of Maine, prior to the nineteenth century, was in accordance with the laws of the Commonwealth of Massachusetts. In only 7 towns can a record be found of the existence of a "grammar school." Probably no more than this had the required 100 families. No change was made in the school laws till 1820.

#### MAINE SCHOOL LEGISLATION.

At the second session of the legislature of Maine, which convened in January, 1821, the first school law of Maine was passed. This law provides: (1) For the minimum amount of money which a town must raise for the support of schools; (2) for the mode of apportionment of the money so raised among the school districts of the town; (3) for the more complete organization of the school districts, defining the mode in which they shall be formed; providing for the choosing of district agents; defining the powers of the district in raising money, building and locating schoolhouses, and their proceeding in assessing, collecting, and disbursing moneys; (4) for the election by a town of a superintending school committee, defining their duties; (5) for the qualifications of teachers and the mode of determining those qualifications; (6) for the subjects to be taught in the common schools, giving these in two divisions, viz, morals, enumerated in section 2, and literature, enumerated in section 4; (7) penalties for neglect of its provisions and defines the manner of appeal from the decision of school districts to the town.<sup>a</sup> An attempt to amend this law in 1822, so as to confer upon the district the power of choosing agents, was only partially successful. The town was allowed to determine, by vote at its annual meeting, whether the districts should choose their own agents. The district system proved to be an obstacle in the way of good schools as early as 1822, when the city of Portland obtained a special act of the legislature abolishing its school districts, and conferring upon the school committee the powers of district agents.

In 1825 several amendments to the school law were made. Any town omitting to choose a superintending school committee became liable to a fine of not less than \$30 nor more than \$200. The committee was given power to exclude disobedient pupils from the schools. The district agent was required to notify the committee when the school was to commence and how long it was to continue.

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<sup>a</sup> Laws of Maine, vol. 1, and Maine school report, 1876, pp. 20-24.



The schools were to be visited by the committee at least twice each term, once within three weeks after the commencement and once within two weeks of the close. The 1st day of May was fixed as the time for enumerating those between 4 and 21 years of age, the basis upon which the school money raised by the town was divided among its several districts. Ten per cent of the school funds was authorized to be expended for fuel and incidental repairs. It was left discretionary with the district and school committee to determine how much of the school money should be applied to maintain a school taught by a mistress, usually in the summer. The law of 1825 also made provision for collecting school statistics. Selectmen were now required to make returns to the secretary of state once in three years, giving the number of school districts and of scholars in each, the length of schools and number of pupils attending, with amounts of money expended. Blanks were furnished to the towns, but the returns were meager and valueless until 1833, when an apportionment of school money from the State treasurer demonstrated the importance of more complete statistics.

The next law touching public instruction was approved February 16, 1827. Provision was now made for union districts formed from two or more adjoining towns. Those residing on islands along the coast or in remote parts of large towns beyond the district lines might have their proportion of school funds and expend it under the direction of the school committee. The districts were by this act authorized to instruct their agents at what time the schools should commence. It was further provided that where a school should be kept a part of the year by a master and a part by a mistress, the district might by themselves, by a committee of their own appointing, or by the school committee of the town determine what description of scholars should be admitted to each school. This was the first legal provision that looked toward a graded system of schools, though several towns had previously attempted a classification of scholars into graded schools.

An act approved February 23, 1828, directed the State land agent to set apart 20 townships of the public land, the sales of which were to constitute a permanent State school fund. It also provided that certain moneys due the State from the United States should, when received, be reserved for a school fund. This provision was repealed March 11, 1835.

The next school legislation of importance was the act of 1832. This act extended to the city of Bangor the same power of school organization which had been given to Portland in 1822 and to Bath in 1828. Bangor was empowered to pay its school committee for services, which was the first legal provision made for such compensation. An act approved March 4, 1833, required that the bank tax of one-half of 1 per cent on their capital stock, semiannually paid into the State treasury by the banking corporations, should henceforth be reserved

for public instruction, and apportioned among the towns according to the number of children of school age. The just distribution of this bank tax depended upon correct school statistics. District agents were now required to make, under oath, correct lists of school children in their respective districts, and return the lists to the selectmen in the month of December. The selectmen were required to make the returns specified in the act of 1825 to the secretary of state annually, instead of once in three years. The money thus furnished by the State did not relieve the town from the necessity of raising by tax school money at the rate previously fixed of 40 cents for each inhabitant.

In 1834 all the previous school laws were collected, rewritten, and enacted in one statute. In this revision few changes were made. The town school committees were to consist of not less than three nor more than five members. Acting under oath, they were to prepare and present to the annual town meeting a written report on the state of the schools. Districts were now allowed to admit scholars to their schools from other districts or towns, and might adopt the mode of organization granted to Bangor in 1832.

A resolve was approved March 20, 1839, directing the secretary of state to transmit to each district an abstract of the returns of the common schools of the State, and abstracts were prepared for 1839, 1840, and 1841. So little benefit resulted from these defective abstracts that the resolve requiring them was repealed in 1842.

Penalties for disturbing schools were enacted by the legislature in 1840.

In 1841 the school laws were again revised and arranged in one act. For the first time in the legislation of the State a general provision was made for payment of school committees for their services, the sum being fixed at \$1 per day, paid by the town.

During the session of 1843 a bill was reported by E. M. Thurston, chairman of the committee on education, to provide for a board of 13 school commissioners, 1 from each county. The bill passed the house, but was indefinitely postponed in the senate. The discussion of the proposed measure, widely published in the newspapers, gave the first impulse to educational reform in the State. A similar bill failed to pass in 1845.

The first legislation on district libraries was enacted March 19, 1844, and authorized the expenditure of 5 per cent of the school money each year for that purpose, if the voters so desired. Subsequent legislation has authorized the expenditure of 10 per cent, yet only a few district libraries are now maintained.

#### STATE BOARD OF EDUCATION.

A State educational convention held at Augusta in January, 1846, appointed a committee "to carefully consider the defects in our educational system, and to suggest measures for their removal."

This committee consisted of Amos Brown, Philip Eastman, A. S. Packard, and S. P. Benson. They presented a memorial to the next legislature, as instructed by the convention, enumerating the following evils in the school system: (1) the multiplying of school districts; (2) the prevalent inefficiency of school committees; (3) the want of suitable qualifications in teachers; (4) the want of a proper classification in schools, arising from multiplicity of text-books, and want of system in the course of study; (5) want of general interest in our free schools. As an agency to help to remedy these evils the committee urged the establishment of a State board of education. The memorial was referred by the legislature to the joint standing committee on education, which, through the chairman, E. M. Thurston, reported a bill establishing a board consisting of one member from each county.

This bill became a law July 27, 1846.<sup>a</sup>

In accordance with the provisions of this law the first board of education met at Augusta on the 16th day of December, 1846. It consisted of Stephen Emery, Horace Piper, Philip Eastman, Benjamin Randall, A. F. Drinkwater, Aaron Hayden, R. H. Vose, Samuel Taylor, Ebenezer Knowlton, David Worcester, Oliver L. Currier, Samuel Adlam, and William I. Savage, all men of culture and influence in their respective counties. William G. Crosby, of Belfast, was unanimously elected the first secretary of the board. His report, presented at the second session of the board, gives the first reliable statistics about the schools of Maine. The average wages of teachers was given as \$16.71 per month for men and \$6.08 for women, exclusive of board. The average length of schools for the year was twenty-one weeks and one day; number of persons between 4 and 21 years, 201,992; whole number in winter schools, 94,217; in summer schools, 96,127, or less than 50 per cent.

In 1849 Hon. E. M. Thurston was chosen secretary of the board, which position he filled with eminent ability until 1852, when the legislature abolished the board of education. The influence of the board upon the common schools of the State during the six years of its existence was highly beneficial. The six reports,<sup>b</sup> published and distributed by the board, contain carefully prepared educational statistics, present the legislative requirements as modified from year to year, and give much space to the discussion of the best methods of teaching and of building schoolhouses. The only reason given for abolishing the board seems to have been that its members, being appointed by the school committees of the several towns in each county, thus became entirely independent of the political party in power. It could not be used to reward political favorites, nor could its influence be applied for political purposes. There is abundant evidence that the board had awakened an interest in the public schools such as had

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<sup>a</sup> Quoted in full in Maine school report, 1876, pp. 33-35.

<sup>b</sup> First to sixth, of the board of education of the State of Maine, 1847-1852.



never been known before in the history of the State. It had aroused a desire for better teachers, and had suggested measures to remedy the great evil of nonattendance on the part of so large a proportion of the school population. More than all, perhaps, it had held teachers' institutes annually in each county, at which more than 6,000<sup>a</sup> teachers had been present, to most of whom the instruction of these institutes came like a new revelation. Modes of teaching, principles of classification and government of schools, examples of daily work by model schools, explanation of the true spirit and purpose of education, and many similar practical topics were presented at these gatherings of young teachers under the direction of able and experienced educators.

A spirit of emulation and of professional pride was excited, the beneficial effects of which were at once apparent in the improved methods and new life infused into the schools. One result was the formation of county teachers' associations, at which the work begun in the institutes was continued amid free exchange of views on minor points of school work, as well as discussion of broader subjects.

The same legislature which abolished the board of education abolished also the teachers' institutes. In place of the board it authorized the governor and council to appoint a county commissioner of common schools in each county in the State, holding office for one year. The commissioner's duty was defined in the act. He was to spend at least fifty days, during the term of winter schools, in visiting the towns in his county, promoting by addresses and other means the cause of common school education, and make an annual report to the legislature. There is no record of the work accomplished by the commissioners appointed in 1852 and in 1853. Apparently they made no report.

#### STATE SUPERINTENDENT.<sup>b</sup>

For two years following the legislation of April, 1852, there was no officer charged with the superintendence of the school interests of the whole State. But in April, 1854, an act was passed establishing the office of State superintendent of schools. This officer was to be appointed for a term of three years; to devote his time to the improvement of the common schools; to make an annual report to the legislature, with recommendations; to hold annually in each county a teachers' convention of one week at least, employing suitable instructors and lecturers. The salary of the State superintendent was fixed at \$1,200, and the sum of \$2,000 was appropriated to defray the expenses of the conventions.

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<sup>a</sup>Tables showing the attendance at each institute for the five years 1847-1851, with names of the instructors at each institute in 1851, are given in the sixth report of the board of education, 1852, pp. 22, 23.

<sup>b</sup>Maine school reports, 1854 to 1891.

In accordance with the law, Charles H. Lord, of Portland, was appointed the first State superintendent of common schools, June 12, 1854. Mr. Lord's report, submitted to the legislature in January, 1855, is a pamphlet of 36 pages, in the form of an address or plea for better schools. It contains no tables of statistics, and hence does not give the school attendance or amount expended for school purposes. The superintendent, in his tours through the State, was impressed with the great irregularity in attendance, the lack of interest expressed by the parents, the want of classification and discipline in the schools, and the great number of incompetent teachers.

Mark H. Dunnell, of Norway, was appointed superintendent in March, 1855. In his report for that year he mentions the interest manifested in the five-day teachers' conventions, held in each county, and made prominent the want of well-qualified teachers. The advantages of normal schools are presented, and the State authorities are urged to establish like schools at the earliest moment. Important statistical tables fill 41 pages of this valuable report.

Mr. J. P. Craig, of Readfield, held the office for the year 1856. In his report mention is made of the growing interest in school matters in many of the large towns. Means for supplying better teachers are considered, and the establishment of a normal school urged.

Mark H. Dunnell was again appointed State superintendent in 1857, and held that office until 1860. During that period an increase is noticed in the amount of money expended for schools. The first State teachers' convention in Maine was held at Waterville, November 16 to 19, 1859. A State teachers' association was organized as a result of the interest thus awakened. County teachers' conventions or institutes were abolished by the legislature of 1860, which also distinguished itself by reducing the superintendent's salary to \$1,000. As a substitute for the teachers' institutes a bill was passed establishing a normal department in connection with 18 academies of the State, one for each county. In the school report for 1861 returns from these academies are printed with tables showing that 457 received instruction in these normal schools in the spring term and 438 in the autumn. The average age of those in attendance was  $19\frac{1}{2}$  years, and 515 of the whole number had previously taught schools. The experiment proved unsatisfactory, and the law was repealed in 1862.

Mr. Edward P. Weston was appointed State superintendent in 1860 and continued in office until the close of 1864. His reports contain accounts of the working of normal schools in other States, with urgent pleas for the establishment of such institutions in Maine. The legislature of 1863 authorized the establishment of two State normal schools. The same year, owing to the tax indirectly imposed upon the State banks by the United States law establishing national banks, the legislature remitted one-half of the State tax upon them, decreas-

ing the amount of State aid to common schools by about \$37,000. It seemed probable that this source of school money would be entirely destroyed. To supply this deficiency the legislature authorized the land agent in 1864 to sell the timber on 10 townships of public land and deposit the proceeds in the State treasury for an addition to the permanent school fund. In 1865 each town was required to raise by taxation a sum equal to 75 cents for each inhabitant for the support of schools. The act provided for the first time a penalty for not raising and expending this sum. Any town failing to do this forfeited its proportion of the school money distributed by the State. By the act of March 3, 1868, the amount to be raised annually by the towns for school purposes was raised to \$1 for each inhabitant, exclusive of all moneys derived from other sources. This continued to be the school rate until 1872, when the present rate of 80 cents per inhabitant was fixed upon, under penalty of forfeiting not less than twice nor more than four times the amount of the deficiency.

Mr. Weston's final report, made in December, 1864, contains 80 pages of interesting extracts from the school reports of the various towns. Other reports have in the same manner afforded valuable glimpses of the spirit of the people toward the common schools.

Rev. Edward Ballard, of Brunswick, was Mr. Weston's successor, remaining in office for three years, 1865 to 1868. His annual reports present the usual statistics, together with full accounts of the progress of the normal schools then recently established.

Mr. Warren Johnson was appointed March 30, 1868, and continued State superintendent until his resignation in September, 1876.

Mr. Johnson had a clear conception of the deficiencies in the school system of the State and possessed the determination and energy needed in the attempt to correct them. Among the defects which he labored to remove may be mentioned the district system, lack of school inspection, incompetency of teachers, low rate of wages paid, and short terms of school.

Hon. William J. Corthell, of Calais, was appointed State superintendent in 1876 and brought to the service of the State a wide acquaintance with its schools and the high esteem of the educators of Maine. At the opening of the normal school at Gorham in 1878 he was placed in charge of its affairs, a position which he continues to fill with eminent success.

Hon. Nelson A. Luce, of Vassalboro, was promoted to be State superintendent of schools in 1878, and has continued in office until the present time (1892), with exception of the year 1879, when Hon. Edward S. Morris, of Biddeford, received the appointment for one year only. Superintendent Luce has been all his lifetime prominent in labors for the advancement of the educational interests of the State, and enjoys the trust and confidence of all parties.

The salary of the superintendent was fixed in 1889 at \$1,500, with an assistant at \$1,000 per annum.



## COUNTY SUPERVISORS.

In 1869 the teachers' institutes were reestablished by law, and a board of county supervisors created, one in each county, with an official term of three years. It was their duty to visit the schools frequently, to note the condition of the school buildings, the efficiency of the teachers, methods of instruction and branches taught, text-books, and apparatus used, and the discipline, government, and general condition of each school.

The county supervisors were required to assist the State superintendent in holding teachers' institutes, and to organize county and town associations wherever desirable. They were especially prohibited from acting as agent for any publishers of school books. With the State superintendent as secretary, the supervisors constituted a board of education, which was required to hold a session at the capital during the session of the legislature.

Under this act appointments were made as follows: For Androscoggin County, C. B. Stetson; Aroostook, W. T. Sleeper; Cumberland, J. B. Webb; Franklin, A. H. Abbott; Hancock, C. J. Abbott; Kennebec, W. H. Bigelow; Knox, A. R. Abbott; Lincoln, D. S. Glidden; Oxford, N. T. True; Piscataquis, W. S. Knowlton; Penobscot, S. A. Plummer; Sagadahoc, D. F. Potter; Somerset, G. W. Hathaway; Waldo, N. A. Luce; Washington, W. J. Corthell; York, C. H. Milliken.

The State superintendent issued detailed instructions as to the duties of the county supervisors, among which are some that indicate what was designed to be effected by these officers. They were directed "to hold meetings of teachers, committees, and educators in every town visited for the purpose of communicating instruction and improved methods of teaching; to ascertain difficulties in the way of success, and in general for mutual consultation in the interest of common schools. They were also advised to "meet the people as often as possible for talk on various school matters, according to the wants of particular localities." It was even urged that the supervisors should "make frequent use of the county papers and the press generally," and they were reminded that "a column of educational intelligence will indicate life in the educational body, and will exert a widespread influence through the community."

A new impulse was given to the schools by this new agency of inspection. Twenty-nine teachers' institutes of one week each were held, at which 2,650 teachers were present. At the close of each institute examinations were held and certificates granted. A greater public interest was aroused and the importance of having competent teachers became more widely felt. Classification in the schools was improved, and the average number of classes in country schools reduced from 25 to 16. In the school report for 1869 the working of

this new board of education is declared to have been a success and an invaluable aid to school supervision.

The reports of the county supervisors fill 46 pages of the State superintendent's report, presenting not only a record of faithful work, but also making known to the public the exact condition and educational needs of each portion of the State. Thus, the supervisor<sup>a</sup> for Washington County, W. J. Corthell, reports having visited 172 schools in 30 towns of that sparsely settled portion of the State, and delivered 13 lectures to the people in the evening, besides holding 16 teachers' meetings in the various towns. He found fewer good teachers in the schools, and consequently a less number of good scholars, than the same schools contained twenty years before. Some towns had chosen school committees who were unqualified to examine teachers in any branch of knowledge whatever. In one town all the school money had for several years been used to pay the war debt.

Among the benefits resulting from county supervision the superintendent in 1871 reported: (1) Increased interest among the people; (2) improvement in scholarship of teachers; (3) more intelligent town supervision; (4) increase in the average attendance, from 42 per cent in 1868 to 50 per cent in 1871; (5) raising the compensation of teachers; (6) furnishing a competent body of instructors for the institutes, which three years before the superintendent had not been able to find within the limits of the State.<sup>b</sup> Mr. Johnson declares that the board of county supervisors, working in harmony with the State superintendency, accomplished more in three years for the schools of the State than any means before adopted had been able to effect. But the shortsightedness of ignorance, the jealous suspicion of political partisanship, and perhaps the disclosure made to legislators of the actual discreditable condition of the public schools in many localities, led to its abolition by the legislature of 1872. The "periodic epidemic of conservative retrogression," which had in 1862 caused the legislature to abolish institutes and normal schools, while it cut down the State superintendency to skeleton limits, at the end of a decade now visited the legislature of 1872 with its malarial influence, carrying away the most efficient school inspection ever exercised by the State.<sup>c</sup>

The expense of maintaining public schools in the State in 1873 is given as \$1,162,459. A decrease of 14,150 in the school population during the preceding ten years is reported by the State superintendent, the diminution having taken place chiefly in the rural portions and in villages where business growth has been slow or diminished. The suggestion is made that the school money should be made to serve as an award for the number of youth educated, and not for the number of children raised, which might be done by apportioning the moneys according to the number of scholars enrolled in the schools, rather than by the number of children in existence in the town.

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<sup>a</sup> Maine school report, 1869, p. 141.    <sup>b</sup> Ibid., 1871, p. 81.    <sup>c</sup> Ibid., 1872, pp. 53-55.



## FREE HIGH SCHOOLS.

Of the 71 academies and institutions of learning chartered by the State prior to 1871, only 37 made returns to the State superintendent that year, and 27 of these were reported as without sufficient revenue. The annual revenue desired from the State "to meet fair and reasonable demands" was computed to be \$18,500. As such aid, if given by the State, could afford only a local benefit, and as these institutions always required tuition from pupils, it was decided to place the State aid on a broader basis. Accordingly, by an act approved February 24, 1873, authority was given to any town to establish a free high school, and the State would pay one-half the cost of instruction, meaning by this, only the board and wages of teachers, providing the sum paid by the State should not exceed \$500, and that the towns should make special appropriation for this purpose, exclusive of the amounts required by law for common school purposes, and that tuition should be free. These were designed to be the people's high schools for a superior English and scientific education, excluding all primary classes, and affording the general culture demanded by the increasing wants of the times. A minimum grade of admission was established and the measure was at once received with general favor.

One hundred and fifty of these schools went into operation the first year after the passage of the act, and were attended by 10,286 pupils.

The State was called upon to disburse \$29,135 toward the expense of instruction, while the entire amount expended in maintaining the schools was \$83,524. At the close of 1875 Superintendent Johnson says:

Our free high-school system has now been three years on trial, and has conclusively demonstrated the wisdom of the State in establishing it. Besides opening to large numbers of our youth sources of culture not otherwise attainable, they have had a marked influence upon the common schools in giving them better teachers and inspiring their pupils with new incentives to work in the desire to qualify themselves for admission to the high schools. In my opinion, no portion of our school expenditures has been more profitable than that for the free high schools.<sup>a</sup>

Even stronger approval is given in 1877 by Superintendent Corthell in a powerful argument in favor of the system. He notes its effect in elevating the standard of the common school, in furnishing better teachers, and in awakening and stimulating the scholarly spirit of pupils.<sup>b</sup>

Superintendent Luce reports in 1878 no material decrease either in the number of free high schools, in the pupils attending them, or in the amounts expended for them, notwithstanding the hard times which had marked the preceding year. Schools were held in 150 towns, attended by 11,849 pupils, and \$106,557 was expended for

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<sup>a</sup> Maine school report, 1875, p. 39.

<sup>b</sup> Ibid., 1877, pp. 13-19.

instruction, of which sum the State paid \$35,827. This is regarded by him as "conclusive evidence of their popularity, and that they are doing a work which the people will not willingly have left undone."<sup>a</sup>

The strong testimony of these three officials, who spoke from their long acquaintance with the schools of the State, did not prevent the short-sighted legislature of 1879 from suspending the operation of the act of 1873 for one year.<sup>b</sup> Though this was done in the pretended interests of economy and of a reduction of State expenditures, the usual full appropriation for schools was made, amounting to \$37,000. Of this amount the State superintendent declares that only about \$15,000 was put to educational uses, and a large portion of the remainder was used for other purposes. The original law came into force again at the expiration of one year, February 28, 1880. The legislature of 1880 amended the act in several important particulars. The maximum amount of State aid payable to any one town supporting free high schools was fixed at \$250 instead of \$500, and the course of study was modified by prohibiting the teaching of the ancient and modern languages at any expense to the State, except where the schools formed part of a graded system. This act received the governor's approval on March 18, too late for most of the towns to take advantage of it by action at their annual March meetings. Yet it was found at the end of 1880 that free high schools had been maintained in 86 towns at an expense of \$59,059, of which \$13,813 was paid by the State.<sup>c</sup>

Since that time the act has been in operation, with no change in its provisions beyond fixing the time for making returns in June instead of December, and a modification of the course of study so as to—

embrace the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures, and agriculture; but the ancient and modern languages shall not be taught therein, except by direction of the superintending school committees having supervision thereof.<sup>d</sup>

The growth and improvement in the character and efficiency of the free high schools has been constant since their reestablishment in 1879. In the words of Hon. N. A. Luce—

they are now evidently permanently fixed in our public school system beyond peradventure of further suspension or of abolition. And it is to be hoped, and may be confidently expected, that they will continue to grow steadily in public favor till at last they shall be made compulsory in every town in the State whose population will warrant their maintenance.<sup>e</sup>

From a comparative statement made in the report for 1891, we find evidence of the growth of popular interest in these schools during the

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<sup>a</sup> Maine school report, 1878, pp. 30-43.

<sup>b</sup> Acts and Resolves, 1879, p. 137.

<sup>c</sup> Maine school report, 1880, pp. 49-51; Acts and Resolves, 1880, chap. 229.

<sup>d</sup> Acts and Resolves, 1883 and 1887, chap. 100.

<sup>e</sup> Maine school report, 1887, p. 21.

ten years preceding. The number of towns maintaining free high schools has increased from 100 in 1881, to 228 in 1891; the total expense from \$69,469 to \$147,575; the State's share of such expense from \$16,910 to \$39,521; the aggregate number of weeks from 2,344 to 5,406; the aggregate attendance from 7,792 to 15,739 and the average attendance from 5,592 to 12,836.<sup>a</sup> This increase has been constant and almost uniform year by year, and the limit of growth has not yet been reached.

#### ABOLITION OF THE DISTRICT SYSTEM.

At the annual meeting of the Maine Pedagogical Society, in December, 1892, its council was instructed to petition the legislature to abolish the district system. Under that system the schools were in many cases both expensive and inefficient, because extremely small. Under the town system such schools will be consolidated and much expense saved. The average length of the school year may thus be raised without expense from twenty-one to twenty-six weeks. Under the district system teachers are employed by agents who are incompetent to judge of the qualifications of teachers and to whom the teachers have no responsibility. The town system will tend to substitute merit for favoritism as the basis of appointment of teachers. It will also make possible a better system of supervision. Where the district system prevails no systematic course of study can be persistently carried out from year to year. In many schools the scholars begin at the same place and go over the same ground term after term with each new teacher. These and other defects of the old district system were urged upon the attention of the legislature, and a vote obtained February, 1893, to abolish that system.

#### SYNOPSIS OF NEW SCHOOL LAWS OF 1895, WITH EXPLANATIONS AND COMMENTS.

[Educational department, Augusta, May 20, 1895.]

#### STATE CERTIFICATION OF TEACHERS.

The legislature during its last session enacted several laws of special interest to teachers and school officers. Among the most important are the following: The State superintendent of schools is required to hold public examinations of candidates who desire to receive State certificates. These certificates may be granted for a term of years or for life. A list of persons who pass satisfactory examinations will be kept at the office of the State superintendent, and copies of the same will be sent to any school officer on application. These certificates will authorize the persons holding them to teach in the public schools of the State, without examination by school committees or superintendents.

The above act admits of more being done that will assist in advancing the schools of the State to the standard they should attain, and by so doing correspondingly elevate the teaching profession, than has been accomplished under any law relating to the common schools that has been enacted for many years.

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<sup>a</sup> Maine school report, 1891, p. 15.



It is the intention of the State superintendent, if a sufficient number of persons present themselves as candidates for State certificates, to hold at least one examination in each Congressional district during the present year. These examinations will be held on the same date, and they will be uniform throughout the State. Any person who has taught school successfully for six terms of not less than ten weeks each, may be a candidate for a State certificate.

The certificates issued may be probationary or for life, as the scholarship and skill of the candidate as shown in the schoolroom warrant. They will be of two grades, namely: (a) First grade, and (b) second grade. A first-grade certificate will authorize the person holding the same to teach in any public school of the State. A second-grade certificate will authorize the person holding the same to teach in any public school of the State, except in the free high schools and the normal schools of the State. Probationary certificates will be granted for a term of three years, and may be renewed for a like term by the indorsement of the State superintendent on the back of the certificate, with the date of the indorsement affixed thereto.

Candidates for second-grade certificates will be examined in reading, orthography, penmanship, arithmetic, geography, English grammar, composition, United States history, American and English literature, civil government, business forms, physiology, hygiene, the elements of the natural sciences, theory and practice of teaching, and the school laws of Maine.

Candidates for first-grade certificates will be examined in the above-named subjects, and in addition thereto in algebra, geometry, botany, zoology, geology, chemistry, physics, astronomy, general history, rhetoric, political economy, psychology, French, German, Latin, and such other studies, or so many of them as will enable the candidate to demonstrate his fitness to teach in a high school which prepares students to enter our colleges and the technical schools of other States.

Life certificates of both grades will be granted to persons who attain a satisfactory rank in their examinations, and who exhibit marked skill in instruction, management, and discipline in the schoolroom.

Teachers who contemplate taking either of these examinations are requested to send their names and post-office addresses to the State superintendent at an early date. Upon receipt of this information, blank applications will be sent to candidates for them to fill out and return to this department.

As soon as a sufficient number of persons have returned these blanks, indicating their desire to be considered as candidates for State certificates, the State superintendent will announce the date and places for holding these examinations.

At an early date a circular will be prepared, stating in detail the topics that will be included in the examination in each subject, with some suggestions as to the preparation that should be made by the applicant. It will also be indicated to what extent credit will be given for college and other diplomas, with such other facts and explanations as seem to be necessary.

The candidate will also be informed as to what testimonials should be filed at this office, and what previously prepared work will be accepted and considered in making up the estimate of one's right to receive a certificate.

There are many ways in which the possession of these certificates will be of advantage to the teachers and the schools of the State. They will give an added dignity to the profession, set a higher standard of admission to its ranks, make the tenure of office more secure, insure better pay for a better service, form a State list of eligible teachers, make a permanent record of the names of the progressive teachers of the State, provide superintendents and superintending school committees of ambitious towns with copies of this list, thus placing the best teachers in direct communication with the school officers who are willing to pay for a high grade of work. These changes will tend to secure for the competent teachers of the State the most desirable positions.

Everything which helps to make better teachers, in increasing proportion, makes the best schools.

Teachers who do not hold certificate from the State superintendent must be examined by the superintending school committees, as provided in section 87 of chapter 11 of the revised statutes of Maine, as amended.

#### SUMMER SCHOOLS FOR TEACHERS.

The legislature also provided for holding at least three summer schools for teachers during the years of 1895 and 1896. The objects sought to be accomplished through these agencies were to give instruction in the common English branches, physiology and hygiene; to furnish an opportunity to acquire a better knowledge of facts that one needs to know to give instruction in what have come to be known as "nature studies," and to conduct class exercises in music, drawing, civics, physical culture, literature, and such other subjects as demand special attention in the common schools. Also to give teachers better ideas of their work, some definite information as to the methods used in the best schools, and thus inspire them to better fit themselves to perform the work which is committed to their care.

The following prospectus was issued:

It has been decided to hold summer schools at the places named below. It is expected that the school at Orono (Maine State College) will open July 15, 1895; at Foxcroft (camp ground) August 12; at Northport (camp ground) July 29; at Fryeburg (camp ground) July 15; at Saco (Thornton Academy) July 23; and at Turner (Grange Hall) August 5.

The following is a list of the subjects that will be considered, and an outline of the work that will be attempted in each, in these several schools, with the exception of the school at the Maine State College. The instruction at this school will include field and laboratory work in botany, geology, physics, and chemistry, and advanced work in literature, civics and domestic economy. For further information as to the topics to be taught in each subject and a list of the instructors in the Orono School, please apply to President A. W. Harris, Orono. All of the topics outlined below will not be given in any one school, but the work will be varied as the needs of the several schools seem to demand. The following synopses will give one a general idea of what it is proposed to do.

*Zoology.*—In this subject a few typical animals will be carefully studied—their external features noted and dissections made. Special attention will be given to laboratory methods, and the use of apparatus and manuals.

*Mineralogy.*—This work will begin with preliminary lessons on the properties of minerals; laboratory study of common minerals, with special attention to means of recognizing these; collections of local varieties and discussion of occurrences and uses.

It is the expectation that enough work will be done in each subject, so that any teacher who so desires may be able to continue the study alone.

In addition to the above, the instructor will organize a private class in geology, which will do field work in the surrounding region. Instruction will be given in the construction of geological maps. The local geological features, such as minerals, ledges, quarries, glacial phenomena, soils, rivers, valleys, etc., will be studied. This work will be wholly out-of-door, and suggestions will be made as to how similar studies may be made in any locality. The fee for this course will be \$5.00.

*Physics.*—The work in physics will be such as is suitable for rural schools and schools below the high school in cities. It will be wholly experimental, and the apparatus that will be used may be duplicated by any teacher at a trifling expense.

Simple illustrations of the fundamental principles in mechanics of solids, hydrostatics, pneumatics, and heat will be given. If time will permit, some attention will be given to magnetism and electricity.

*Botany.*—This work will be so conducted as to enable teachers to recognize and classify some of the common plants of Maine. Careful attention will be given to the parts of the plant, and its characteristics, habitat, and uses. A thorough study of the germination and growth of a selected list of plants will be made.

*Literature.*—The work in literature will include a discussion of what to read, and class instruction in interpretation of "English classics. This work will be so conducted as to assist in developing the imagination, and training the student to see the beauties, recognize the force of expression, understand the thought, and appreciate the pictures and portraits contained in the selections studied. Some time will also be given to drill in reading, and directions for and practice in the writing of clear and vigorous English. The teachers are requested to bring with them the following books if they have them in their libraries: Shakespeare's Merchant of Venice, Wordsworth's poems, Longfellow's poems, Addison's Sir Roger De Coverly Papers, and Irving's Sketch Book.

*Civics.*—In civics, the origin and growth of civil government will be considered.

The town, the county, the State, and the nation will be studied, in their organization and the administration of their civil affairs. The duties and powers of the officers of each and the rights and duties of the citizen will be outlined somewhat in detail. Directions as to what means to use and what methods to adopt to make this work interesting and valuable in the common schools will be given. There will also be presented, in this connection, illustrations of how to study current topics.

*Child study.*—The object of the work in "child study" will be to help the teachers to know the child—physically, intellectually, and morally—by indicating the ways in which to study his aptitudes, deficiencies, and tendencies. Suggestions will be given for observing the child in the street, on the playground, and in the class room, and for studying him in all his experiences—in all of his work and play—that the teacher may aid him to accomplish, in the best way, the work that nature or necessity has decided he is to do.

*Primary methods.*—The work in primary methods in reading, language, number, and geography will include an outline of the topics to be taught, the methods to be used, together with suggestions, directions, and helps in teaching these subjects. It is intended to make this work of such a nature that the teachers in the common schools can use it in their class-room instruction.

*Manual training.*—The instructor in manual training will devote the most of his time to explaining and teaching the principles, application, and importance of mechanical drawing, including the elements of third-angle projection, drawing to scale, and dimensioning.

Teachers will also have an opportunity to practice elementary bench work in wood, consisting of a series of models systematically and progressively arranged, involving not only the most important mechanical principles, but their application to the educational theory of the age.

*Kindergarten.*—The most of the time in this subject will be devoted to giving the teachers clear conceptions of the methods to be used and the thought that is represented by the use that is made of the material that is placed in the hands of the children. A careful explanation will be given of the principles upon which the work is based. The class work will consist of songs, games, physical exercises, lessons in color, direction, and observation. Also lessons in type forms, modeling, group work, and illustrative building. Some attention will be given to number work, geometric forms, and outline drawing with sticks. Talks will also be given on nature studies and how to use stories.



*Drawing.*—The work in drawing will embrace illustrative exercises in presentation, teaching, dictation, and drill, covering the required work in drawing through the first nine years of school life. Exercises in construction, representation, and decoration will be taken with the class, with a view of suggesting methods of teaching each, and of showing the necessity of careful distinction between teaching and training. The work will also include a study of type forms with reference to facts, appearance, and arrangements; the representation of type forms developing the foundation principles of perspective; the decoration of type forms developing elementary principles of decorative design. There will also be instruction in drawing from objects, paper folding and cutting, stick laying, and lessons in color. If time permits, work may be arranged for a class in problems in perspective.

*Music.*—The work in music will include methods of teaching this subject in all grades of the common schools, together with a study of music itself and of the characters and symbols used to picture it. The instruction will embrace scale practice, rote songs, beating time, time names, chromatic scale, study of intervals, formation of major and minor scales, music in two and three parts, writing of exercises, chorus conducting as applied to advanced classes, harmony, and theory.

*Voice culture and expression.*—The work in these subjects will be largely in the form of daily drills in the principles of physical culture, voice culture, and reading, interspersed with short talks and lectures on the laws, causes and effects underlying expression of thought and emotion. In physical culture the exercises will consist of bodily movements without use of apparatus. In voice culture the drill will seek to develop harmony and volume of tone. In reading, the instruction will be confined largely to drill in rendering selections from standard authors.

*Physiology, hygiene, and temperance.*—It will be the aim of the instructor in these subjects to help the teachers to such facts, and supplement them with such suggestions as to methods of using them as will enable the teachers to give their pupils intelligent ideas of the functions, care, and training of the body, and to develop in them such an aversion for alcohol and narcotics that the use of these poisons will represent to them now, and in the future, evils to be condemned and shunned.

*Physical culture.*—The work in this subject will be given in the form of class exercises, the teachers acting as members of the class. The work used will be adapted from the Ling System, such exercises being selected as are suitable for use in the common schools.

*Advanced history and geography.*—Carefully prepared topic outlines, directions, and suggestions will be furnished for class-room work in history and geography.

*Reference books, dictionaries, etc.*—Some time will be devoted to giving instruction in how to use reference books and dictionaries, and what books to read and how to read them.

*Special features.*—The regular exercises will be suitably varied by round-table talks, excursions, socials, and concerts. These entertainments and diversions have proved attractive in the past, and arrangements have been made to make them still more useful in the future.

#### INSTRUCTORS.

Arrangements have been made with the following-named persons to serve as instructors in the work outlined for the several summer schools:

*Nature studies.*—Prof. W. H. Hartshorn, Bates College; Principal Harry Landes, Rockland High School, and assistant on United States Geological Survey for 1891–1893; Prof. Daniel E. Owen, instructor in science in Thornton Academy, and W. G. Mallett, instructor in science in Farmington Normal School.

*Civics*.—Prof. William McDonald, Bowdoin College; and Superintendent G. A. Stuart, Lewiston.

*Literature*.—Prof. A. J. Roberts, Colby University.

*Sanitation and recognition of common minerals*.—Prof. F. C. Robinson, Bowdoin College.

*Primary methods*.—Miss Adelaide V. Finch, principal of Lewiston Training School.

*Music*.—Dr. Luther Whiting Mason, author of Mason's System of Music; N. L. Mower, instructor in music in the public schools of Auburn; A. E. Bradford, instructor in music in the public schools of Everett, Mass.; and Miss Emelie L. Phillips, instructor in music in the public schools of Rockland.

*Manual training*.—W. C. Holden, director of school of manual training, Portland.

*Kindergarten*.—Miss Lucy Harris Symonds, Boston.

*Voice culture and expression*.—Prof. F. A. Metcalf, Emerson College of Oratory, Boston.

*Drawing*.—Miss Katherine Halliday, Gorham Normal School; Miss Cora Greenwood, graduate of Massachusetts Normal Art School.

*Physical culture*.—Miss Jennie M. Colby, Gorham Normal School; Miss Edna Trask, graduate of Boston School of Gymnastics.

*Physiology, hygiene, and temperance*.—Mrs. George F. French, Portland.

*Advanced work in geography*.—Dr. E. E. Philbrook, Castine Normal School.

*Child study*.—State superintendent of schools.

#### LECTURES.

The following named persons have been secured for evening lectures: Prof. George C. Chase, president of Bates College; Dr. A. W. Harris, president of Maine State College; Prof. F. C. Robinson, Bowdoin College; Prof. A. J. Roberts, Colby University; Principal W. J. Corthell, Gorham; Principal A. F. Richardson, Castine; Hon. Fred Gowing, State superintendent of schools, New Hampshire; Rev. J. H. Parshley, Rockland.

The instructors named above are specialists who will give, in a few weeks, some of the winnowed wisdom the years have taught them. Such schools must be an inspiration to every earnest teacher. The instruction that will be given must broaden and strengthen every faithful teacher. To be brought in contact with the experts of one's profession, to feel the influence of their personality, and to be given an opportunity to study their methods, must be stimulating to the progressive teacher.

Not only will the teachers be able to add to their information and have an opportunity to observe the best methods of instruction, but they will also be placed in a position where they will come in contact with superintendents seeking the services of skillful teachers. Every teacher of experience will realize the advantages that will accrue to her from such opportunities.

There will be no charge for tuition for the regular work of these schools. Arrangements have been made for instruction in advanced work in the sciences at the school in Orono, and a small fee will be charged for the use of the laboratory and the materials that are supplied.

Board can be obtained at all of these places at low prices. Those who desire to board themselves can arrange to do so on reasonable terms. The railroads will make special rates to members of these schools.

For further information as to board, rooms, cottages, etc., address President A. W. Harris, Orono; Prof. E. L. Sampson, Foxcroft; Mr. M. C. Hill, Belfast (for



Northport school); Mrs. N. Waterhouse, 7 Russell street, Portland (for Fryeburg school); Superintendent John S. Locke, Saco; or Superintendent J. H. Conant, East Turner.

#### DOCUMENTS AND SUGGESTIONS FOR TEACHERS.

The legislature made provision for preparing for distribution courses of study, outlines of topics, suggestions and directions concerning the work to be done, and the management, discipline, and methods to be employed in the public schools, for the purpose of promoting better systems of instruction.

The object of this resolve is to enable the State superintendent to place in the hands of superintendents and teachers an approved course of study; to furnish them with lists of books, papers, and magazines that give the best and latest discussions of schools and schoolroom work; to help them to a knowledge of the books that will aid them in interesting their pupils in subjects outside and beyond text-books, and thus help to continue the work of the school in the home and assist in forming habits of reading and study; to furnish them with such information as will enable them to become familiar with the best schools, the work they are doing, and how it is being done; to inspire the teachers of Maine with a desire to be up with the times, and thus make their schools not only institutions of which we may be proud, but also powerful agents in promoting our general progress. It is hoped this work will aid in developing in the teachers of the State a greater interest in their profession and a better conception of what they owe their communities and the children.

If a small part of what is outlined above can be done, the wisdom of the legislature in making provision for the work will be fully vindicated.

#### NOT "SUPERVISOR," BUT "SUPERINTENDENT."

The word "supervisor" does not appear in the statutes as they stand at the present time, but the word "superintendent" is used to designate this officer. The superintendent may or may not be a member of the superintending school committee. The committee is at liberty to elect any person it desires to the office of superintendent, and the person so elected performs the duties, and has the powers formerly performed by, and granted to, the supervisor, under the act of 1893. The committee does not need to ask the permission of the town to elect a superintendent, nor is the town authorized to elect this officer.

Small as this change is, yet it is large enough to permit and encourage towns to unite in employing a trained superintendent, and, by so doing, secure competent supervision without additional cost to each town. The extent to which the efficiency of the schools may be increased because of this change was probably not fully realized by even the authors of the amendment.

#### PARENTS MAY FURNISH TEXT-BOOKS.

The legislature further provided that any parent may procure, at his own expense and for the exclusive use of his child, the text-books he is required to use in the public schools.

Some parents are unwilling that their children should be given books that have been used by other children, and, by this use, more or less soiled. They prefer to furnish the necessary books at their own expense. This law permits them to do this without receiving permission from the school committee.

## A WORD OF COMMENT.

The last session of the legislature of Maine easily leads the thirty-odd Commonwealths of the Union that have been making laws during the past winter, in the wisdom of its legislation on school matters. The members of our present law-making body have demonstrated the fact that they are not wanting in public spirit, an intelligent grasp of the situation, and the ability to devise the ways and means to begin to place the schools of the State on the broad basis upon which they should stand. The session of 1895 will be distinguished for the broad intelligence and rare judgment of its legislators, and the far-reaching results of its legislation in the interests of the common schools.

W. W. STETSON,  
*State Superintendent of Schools.*

## Chapter II.

### EDUCATIONAL ASSOCIATIONS.

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A State convention of teachers and friends of education was held at Augusta during the session of the legislature in the winter of 1846. Its chief work was to memorialize the legislature, asking for the establishment of a board of education as a means of improving the deplorable condition of the common schools. The appeal was successful and the board duly constituted. The interest awakened by the measures adopted and the vigor infused into the school system of the State by the wise energy of the secretary, led to the formation of numerous county associations, which were held with varying frequency for several years. Many towns also had their associations, with meetings for consultation and discussion held monthly.<sup>a</sup>

#### MAINE EDUCATIONAL ASSOCIATION.

No general convention of the teachers of the State was held until 1859, when at a meeting in Waterville, November 16, a constitution was adopted and permanent organization effected. The Maine Educational Association held sessions, at which educational papers were presented and discussed, at Augusta in 1860, and at Portland in 1861. The fourth annual session was held at Bangor in November, 1862, and two sessions were held in 1863, one at Augusta in January, and one at Bath in November. These meetings were thought to be of great profit, yet several years were now allowed to pass without a session. The association was revived at Lewiston in November, 1867, and a new constitution adopted which continued in operation fifteen years. The State superintendent, Rev. Edward Ballard, D. D., was chosen president. The success of this meeting and the spirit manifested were highly encouraging to the friends of education. Gen. J. L. Chamberlain, governor elect, strongly urged upon the legislature the necessity of a forward movement in the educational interests of the State. The opposition to the State superintendency was overcome. The second meeting was held at Augusta, November 23-25, 1868.

In November, 1869, a three days' meeting of the association was held at Bath, characterized by a large attendance and the practical topics discussed. An appropriation of \$300 was made by the State to

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<sup>a</sup>Maine school report, 1876. Thomas Tash. Historical sketch. In Proc. Me. Pedagogical Soc., 1881.

enable the association to continue its work. In the previous year \$200 was appropriated. The session of 1870 was held in Augusta, that of 1871 in Portland, where over 200 teachers were present. Resolutions in favor of the "mill tax" bill and of "free high schools" were passed, the former of which became a law the next year, and the latter the year following.

The sixth annual meeting was held in Bangor, October 22-24, 1872. Resolutions were adopted in favor of abolishing the district system, and the introduction of music and drawing into the schools. Resolutions declaring the great importance of normal schools, and recognizing the free high-school system as meeting a demand of the times, were passed at the Waterville session in November, 1873. A summer session was next held in Rockland, in August, 1874, but was not so largely attended. The association returned to its first practice, and held the meeting of 1875 in November, at Augusta. The centennial educational exhibit of the State was here organized by State Superintendent Johnson, and placed in charge of a committee of educators from all parts of the State.

At this meeting Mr. C. C. Rounds proposed the formation of a "professional organization of teachers," and preliminary steps toward that end were taken. The association next met at Bath, December 27-29, 1876. Among other resolutions adopted were the following:

*Resolved*, That no persons should be authorized to teach in our common schools except those who have had special preparation for such work in some higher institution of learning, and are at least 18 years of age.

*Resolved*, That the introduction of free text-books into the common schools of the State would be a public benefit, and that we, as an association, recommend to each city and town the adoption of this plan.

*Resolved*, That we recommend to the next legislature the enactment of a law providing for the establishment of city and town libraries throughout the State.

The association met at Lewiston, December 27-29, 1877, in such numbers as to warrant a division into high, grammar, and primary sections for departmental work. Resolutions were adopted urging examination of teachers by county or State boards, and the distribution of the State school fund on the basis of attendance rather than of census scholars. Similar resolutions were passed at the next meeting, held at Brunswick, December 26-28, 1878. The session of 1879 was held at Gardiner. The reestablishment of the free high-school law, which the legislature had just suspended for one year was strongly recommended. The law was revived at the next session of the legislature. The fourteenth meeting of the association was held at Pittsfield, December 29-31, 1881, at the same time with that of the Maine Pedagogical Society. The fifteenth and last annual meeting was also held in connection with the same society, at Biddeford, December 29-31, 1882. Resolutions were adopted declaring the organization of county educational associations one of the most hopeful signs of progress; affirming that the district system had outlived



its usefulness; denouncing the practice, common in small districts, of making six or eight weeks the length of the school year; and favoring temperance instruction in the public schools.

The new professional society of educators had now become permanently established, and the need of two organizations, composed in great part of the same individuals, was no longer apparent. Accordingly the Maine Educational Association was given up, by the adoption of the following resolution presented by Thomas Tash, of Portland:

*Resolved*, That the officers of this society be authorized and directed to collect and pass over to the officers of the Maine Pedagogical Society for safe-keeping, and for the use of that society, all the records, funds, and other property belonging to this association, and that no further meetings of this society be hereafter called.

The association was in active operation during an important period in the history of education in Maine. It furnished over 100 lectures and essays at its meetings in important centers of population throughout the State. In these papers and the attendant discussions the views of experienced progressive educators were brought before large numbers of young teachers with good effect. Its resolutions were of great weight in determining public opinion and legislative action.

The office of president of the association was held by Edward Ballard, D. D., State superintendent, 1867-68; A. P. Stone, principal Portland High School, 1868-69; J. H. Hanson, principal Waterville Classical Institute, 1869-70; C. C. Rounds, principal Farmington Normal School, 1870-71; Thomas Tash, superintendent Lewiston schools, 1871-72; C. B. Stetson, superintendent of Auburn schools, 1872-73; G. T. Fletcher, principal Castine Normal School, 1873-74; A. A. Woodbridge, 1874-75; S. Libbey, Orono, 1875-76; Albro E. Chase, principal High School, Portland, 1876-77; Prof. H. L. Chapman, Bowdoin College, 1877-78; Rev. A. W. Burr, principal Hallowell Classical Institute, 1878-79; W. J. Corthell, principal Gorham Normal School, 1879-80; President M. C. Fernald, State Agricultural College, 1880-81.

#### MAINE TEACHERS' ASSOCIATION.

At the annual meeting of the Maine State Educational Association in 1875 a committee was appointed to consider the desirability of forming a more distinctly professional society of teachers. This committee called a meeting of teachers at Lewiston February 4, 1876, at which Mr. C. C. Rounds stated the object of the movement. A plan of organization was adopted and a committee appointed to prepare a constitution and by-laws, to be acted upon at the next meeting. A board of officers, with J. H. Hanson, of Waterville, as president, was elected. A paper on the "Pronunciation of Latin and Greek" was read by Mr. Hanson. The next meeting was held at Bangor May 3, 1877. Several papers of great educational value were presented.

Hon. W. J. Corthell, State superintendent, paid a glowing tribute to the labors of his predecessor, Hon. Warren Johnson. A constitution was adopted,<sup>a</sup> in which the object of the association was defined to be "to consider all questions relating to teaching as a profession and to education in its varied departments, and to endeavor to promote our usefulness to the public as teachers and school superintendents, and to elevate and strengthen the character of our profession." The membership was limited to "professional teachers of at least one school year's experience in teaching and school superintendents in active service."

C. C. Rounds was chosen president for 1877-78. The next annual meeting was held in Portland April 25-27, 1878, at which practical papers were read and discussed and an opportunity given for visiting the city schools. Rev. A. W. Burr was elected president for 1878-79. The final meeting of the Maine Teachers' Association was held at Waterville May 6-7, 1880. A number of papers were read and discussed and a report presented by a committee chosen at Farmington in September, 1879, recommending the organization of "an association which shall bear the same relation to teaching that other professional associations bear to their respective professions." This report, read by Prof. H. L. Chapman, was adopted, and in accordance with its suggestions the association voted to transfer all its property and effects to the Maine Pedagogical Society, and adjourned sine die.

#### MAINE PEDAGOGICAL SOCIETY.

This society, the outgrowth of the two educational associations which preceded it, was organized at Waterville May 7, 1880. The constitution then adopted declares the purposes of the society to be "the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education."<sup>b</sup> The professional character of the society is shown by its provisions with reference to members. Two orders of membership are recognized, corresponding to the different degrees of professional training and experience. Of the first order are "graduates of colleges who have had ten years of successful experience in teaching, and nongraduates who have had ten years of successful experience in teaching and are instructors in colleges, principals of normal schools, principals of preparatory schools, or of schools of an equal grade." Eligible to membership of the second class are "those who lack only length of experience to be eligible to membership of the first order: 1. Graduates of normal schools, and of seminaries and high schools certifying by a diploma to the completion

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<sup>a</sup> Proceedings Maine Pedagogical Society, 1880-1881.

<sup>b</sup> Proceedings of the Maine Pedagogical Society for 1880-1881. Farmington, 1883. 12°. (All published.) Maine school reports since 1885.

of a regular course of study of at least three years' duration, who have had two years of successful experience in teaching; 2. Graduates of seminaries and high schools who are also graduates of normal schools and have had one year of successful teaching; 3. Teachers of at least two years of successful experience, not included in any of the classes above described, who may be recommended by the advisory board." The membership was also extended to "superintendents of schools, and to persons, not teachers, who may be prominently connected with educational work." Applicants are required "to have read at least one standard work on pedagogics, including the history and philosophy of teaching."

Rev. A. W. Burr, principal of the Hallowell Classical Academy, was chosen president; Prof. H. L. Chapman, Bowdoin College, vice-president; Prof. E. W. Hall, Colby University, secretary and treasurer, with an executive committee of five and an advisory board of the same number.

A special meeting of the society was held in Lewiston October 15 and 16, 1880. At this meeting, Dr. C. C. Rounds spoke of the improvement in our schools within twenty-five years. Ex-Governor Dingley and State Superintendent Luce participated in the discussions. Hon. W. J. Corthell read a paper on "The employment of teachers by district agents," advocating a reform in the methods generally prevailing throughout the State. A committee was appointed to work in various ways to bring this matter favorably before the next legislature.

At the meeting in Pittsfield, December 31, 1880, the society met in joint meeting with the Maine Educational Association, at one of its sessions, and listened to an address in behalf of "Free high schools," by Hon. Nelson Dingley, jr. Two divisions were formed of the society at the Augusta meeting, October 13-15, 1881, at which papers were read simultaneously. The address of the president, Rev. A. W. Burr, had for its subject "The moral education of the pupil." The society adopted resolutions urging the importance of legislative enactment to secure a minimum school year for all the public schools of the State.

The proceedings of the society down to October 15, 1881, were printed in a small volume in 1883. It contains a list of members and abstracts of papers read before the society in 1880 and 1881, with a valuable historical paper by Supt. Thomas Tash, of Portland, read before the society at Bangor, May 26, 1882. It was the intention of the society to publish annual volumes of its transactions, but the plan was not carried into effect. In the appendix to the Maine school reports for 1885 and for 1888 are given the reports of the society's committees on arithmetic, by C. C. Rounds, principal of Farmington Normal School; on geometry, by Prof. C. H. Smith, Bowdoin College; on reading, by W. J. Corthell, principal of Gorham



Normal School; and on moral instruction, by President M. C. Fernald, of the State Agricultural College. Abstracts of the papers and discussions of 1886 appear in the report for 1886. The report for 1887 gives in full the address of the president, George B. Files, principal of the Augusta High School, on "The mission of the teacher," and other papers read at the meeting of that year. Three of the papers discuss temperance instruction. The Maine school report for 1888 publishes the reports of the society's committee on physiology, by H. M. Estabrooke; on geography, by Rev. B. P. Snow; on history, by G. C. Purington, principal of the Farmington Normal School; also, papers read before the society by Prof. J. D. Taylor, on instruction in Latin in preparatory schools; by Miss M. L. E. Shaw, on the aim of our primary schools; by Prof. E. W. Hall, on the teacher and the library; and a memorial of Roliston Woodbury, by Dr. C. C. Rounds.

The report for 1889 prints the society's papers on promotion of pupils, by G. B. Files; temperance instruction, by Mrs. G. F. French; education through the hand, by Miss Anna Barrows; on school superintendence, by Fannie P. Hardy, W. P. Thompson, and Rev. B. P. Snow; on purposes and methods of recitation, by O. H. Drake and A. M. Thomas; teaching patriotism, by Levi Turner, jr.; professional work, by H. M. Estabrooke; Greek in the high school, by M. H. Small; and a memorial of Thomas Tash, by W. J. Corthell.

The report for 1890 devotes 70 pages to the proceedings of the Maine Pedagogical Society at its eleventh annual meeting, giving in full all the papers and discussions of the session. The publication of the society's papers in the State school report is indicative of the superintendent's high opinion of the practical character of its work.



### Chapter III.

#### BANGOR THEOLOGICAL SEMINARY.

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One of the earliest education societies in the United States was the Society for Promoting Theological Education, formed at Portland in 1810. A charter was obtained for this society from the general court of Massachusetts February 27, 1812. Its corporate members were Rev. John Sawyer, Eliphalet Gillett, Kiah Bayley, Jotham Sewall, Francis Brown, William Jenks, Asa Rand, Edward Payson, Asa Lyman, David Thurston, Gen. Henry Sewall, and Ammi R. Mitchell, nearly all of whom were Congregationalist ministers. The purpose of the society is stated in the charter to be "raising a fund to assist those well-disposed young men that are desirous of entering into the work of the gospel ministry, but by deficiency of pecuniary resources are unable to prosecute a course of regular studies necessary to qualify them for a station so important and useful." This society had permission to make provision for theological instruction for a period of thirty years, and to hold property not to exceed the value of \$20,000. It was required by the charter that the persons for whom appropriations were made by this society should be of the Protestant religion.<sup>a</sup>

The establishment of a literary and theological institution appeared to be the most direct means of effecting the chief object of the society. A committee was duly appointed to secure another charter for a theological school, which they obtained February 25, 1814. The corporators were Rev. John Sawyer, Kiah Bayley, Eliphalet Gillett, William Jenks, Mighill Blood, Asa Lyman, David Thurston, Harvey Loomis, Hon. Ammi R. Mitchell, and Samuel E. Dutton, esq., seven of whom are named in the preceding charter. These corporate trustees were empowered "to establish in the county of Hancock a literary seminary, by the name of 'The Maine Charity School,' for the purpose of promoting religion and morality, and for the education of youth in such languages and in such of the liberal arts and sciences as the trustees thereof shall from time to time judge the most useful and expedient for the purposes of the said seminary." It is expressly stated in the third section of the charter that "no one shall ever be a

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<sup>a</sup> General and special laws of Massachusetts, Vol. V, p. 575.

trustee or hold any office in said seminary who is not a native-born citizen." It is further provided that the school may hold property the income of which does not exceed \$15,000.<sup>a</sup>

The Maine Charity School continued to be the legal title of the institution until January 28, 1887, when an act of the legislature was obtained authorizing it to take the additional name of "Bangor Theological Seminary," by which it had long been known. The corporation is permitted to use both names, or either one of them, hereafter.

The terms of the charter may be interpreted to authorize the trustees, whenever they shall have the means, to establish not only a theological seminary, but an English or classical school, a teachers' seminary, or even a college, but with the limited income of \$15,000 a year. At the first meeting of the trustees, held at the house of Maj. Samuel Moor, in Montville, May, 1814, Rev. Edward Payson was elected president; Rev. Eliphalet Gillet, vice-president; Rev. Kiah Bailey, secretary, and Samuel E. Dutton, esq., of Bangor, treasurer.

It is characteristic of the missionary zeal of the founders that they decided to establish their school at some place near the frontier settlements instead of locating it in the midst of an older church-going community. An arrangement was made with the trustees of Hampden Academy, 5 miles from Bangor, and the seminary was opened at that place in October, 1816. During the first year it was under the charge of Mr. Jehudi Ashmun, since well known as the devoted agent of the Colonization Society in Liberia.

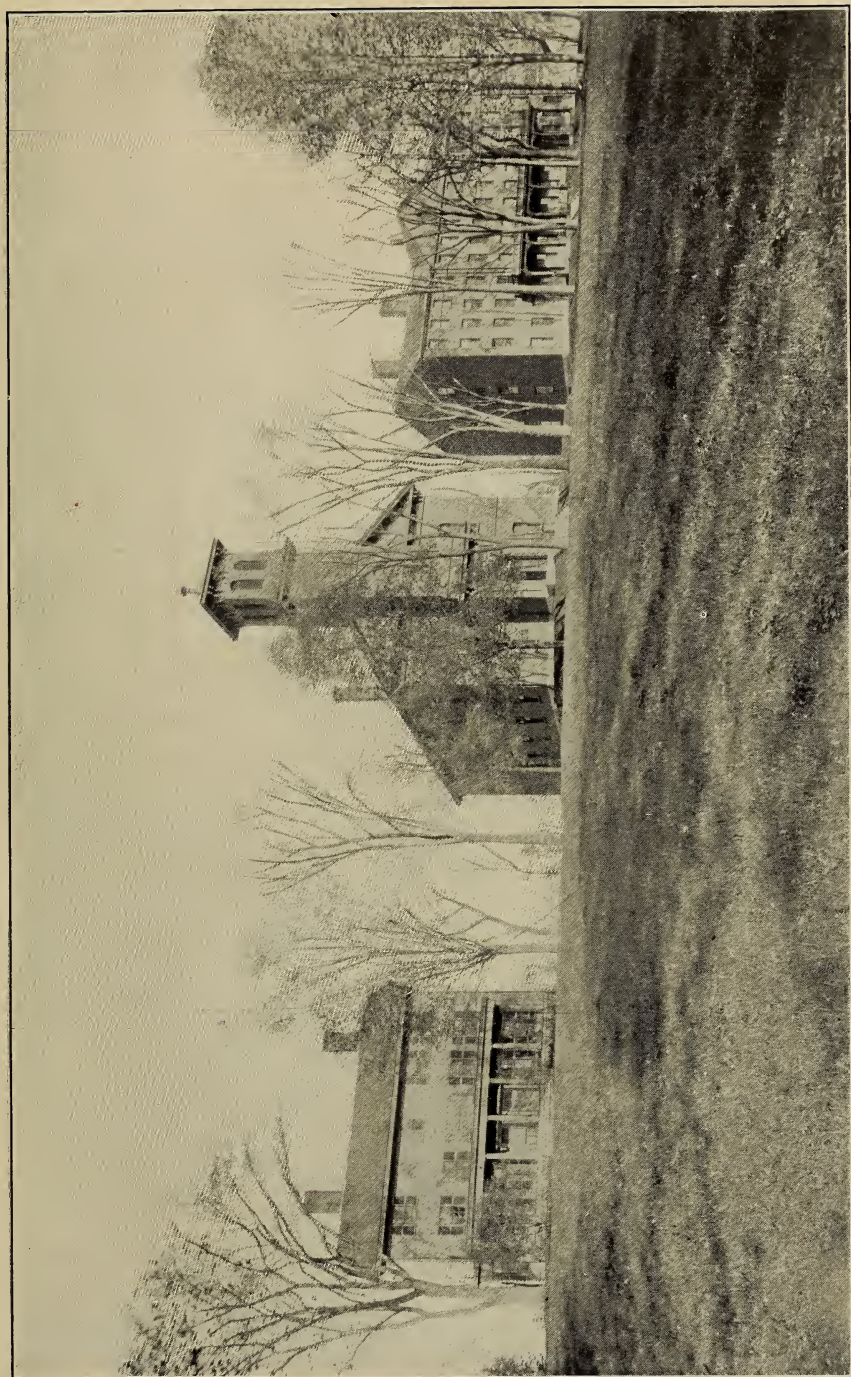
The original plan of the institution was intended to meet the wants of ministerial students who lacked collegiate instruction. The studies of the first two years were to be chiefly classical and those of the last two devoted to theological studies. In June, 1817, the seminary completed its organization, and Rev. Abijah Wines, of Newport, N. H., was appointed professor of theology; Mr. Jehudi Ashmun, professor of classical literature, and Mr. Ebenezer Cheever, preceptor of the preparatory school. The students lived in private families and assembled at the academy for instruction. In 1819 a lot of land in Bangor, containing about 7 acres, was given by the late Isaac Davenport, esq., of Milton, Mass., and the seminary removed to Bangor, where it now occupies the beautiful grounds included in the generous gift.

Bangor, now the third city in the State, was then a small town of about 1,200 inhabitants, without a meeting house, and dependent on a hall over a store at City Point for church accommodations. What was afterwards known as "the old court-house" was engaged for the use of the seminary. A chapel was built in 1823, which was occupied by the preparatory school, as well as for worship and recitations of the theological students. The building was destroyed by fire several years later.

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<sup>a</sup>General and Special Laws of Massachusetts, Vol. VI, p. 420. Historical address at the semicentennial anniversary, July 27, 1870, by Enoch Pond, D. D.





BANGOR THEOLOGICAL SEMINARY.



The second building erected was a commons house, finished in 1827. It served as a dormitory and boarding house for about ten years, until the large brick edifice was erected. It was then made into a double tenement, and has been occupied since by professors of the seminary.

The general dormitory was built ten years after this, with funds raised by the general conference of the Congregational churches of Maine. It has been much improved since, the grounds around it properly graded, and furnished with concrete walks and tasteful shrubbery. The building was renovated and thoroughly refitted in 1877.

The present commons hall was erected later. It is occupied by the students' boarding club, and by the matron and janitor with their families. A third dwelling house opposite the seminary grounds was purchased for a professor's residence, and a fourth erected in 1855 within the inclosure.

The chapel was dedicated in 1859. It contains, besides the chapel, lecture rooms, a reading room, the cabinet of curiosities belonging to the students' society of missionary inquiry, and the library.

The library consisted at first of the few volumes occasionally contributed by friends. The seminary had been in active operation fifteen years before any money was received for the purchase of books. More than forty years had elapsed when the generous fund established by the late Ichabod Washburn, esq., of Worcester, Mass., gave the library the nucleus of the \$12,000 fund it now has. The library has grown to be a valuable collection, numbering upward of 16,000 volumes, the whole admirably classified and arranged by the librarian, Prof. C. J. H. Ropes.

#### FINANCIAL HISTORY.

In its early days the seminary, having no endowment, was dependent on the gifts of its friends. The first considerable gift was from the ladies of the church in Newcastle, the sum of \$300 collected and forwarded by the wife of the pastor, Rev. Kiah Bailey, the first secretary of the board of trustees. Other donations followed, not only from friends in Maine but also from other States. In 1835 a subscription of \$100,000 for an endowment fund was started. The state of this subscription at the close of that year, as reported by the committee in charge, indicated that \$96,690 of this amount had been subscribed. Add to this the pledge of \$16,666.67 made by Philip Coombs, esq., of Bangor, and \$20,000 subscribed the spring before in Penobscot County, to endow the professorship of sacred rhetoric and ecclesiastical history, and we have a total of \$133,356 which had been subscribed to the seminary during the year.<sup>a</sup>

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<sup>a</sup>American Quarterly Register, May, 1836, vol. 8, p. 369.



This liberal subscription, however, had been raised in a time of speculation and fancied prosperity. Reverses and disaster soon followed, with great depreciation of property. Many who had subscribed in good faith found themselves unable to meet their engagements, or even to pay their honest debts. The result was that not more than one-third of the subscription was ever collected and the seminary was again in straitened circumstances.

In 1847 occurred another crisis in the history of the institution. The departure of Professor Shepard, and probably that of the rest of the faculty, was averted only by the prompt completion of the endowment of his professorship. In the opinion of Professor Pond these subscribers, chiefly citizens of Bangor, led by Hon. G. W. Pickering with a subscription of \$5,000, saved the existence of the seminary, then threatened with disruption.

Another successful effort was made in 1849, resulting in the endowment of two other professorships by funds amounting to \$34,000. In these efforts to place the seminary on a firm basis it was demonstrated that it had already a firm hold on the denomination in Maine and elsewhere. Bequests amounting to \$15,000 were received from the Waldo family, of Worcester, Mass., and later the sum of \$40,000 from the Washburn family, of the same place. Among other liberal donations and legacies were \$5,000 from William E. Dodge, of New York; \$10,000 from Dr. Jacob Hayes, of Charlestown, Mass.; \$13,000 from Hiram and William Fogg, of New York; \$25,000 from Richard P. Buck, of Brooklyn, and \$30,000 from Henry Winkley, of Philadelphia. The names of Waldo, Fogg, Buck, and Hayes are now associated with four professorships as their founders.

The sum of \$10,000 was raised in 1892 to endow the Bond lecture-ship. Many of the donations to the funds of the seminary have been given for special objects, such as the library, erection of buildings, for scholarships, and very liberally for students' aid funds. The permanent endowment has not increased in like proportion and its income is still insufficient to meet the annual expenditures under the most careful management.

#### OFFICERS OF INSTRUCTION.

The professorship of sacred literature has been filled by Jehudi Ashmun, 1817-1819; Rev. Bancroft Fowler, 1819-1825; Rev. George E. Adams, D. D., 1827-1829; Rev. Alvan Bond, D. D., 1831-1835; Rev. Leonard Woods, D. D., LL. D., 1835-1839; Rev. Daniel S. Talcott, D. D., 1839-1881; Rev. Charles J. H. Ropes, 1881-82.

The professors of systematic theology have been: Rev. Abijah Wines, D. D., 1817-1819; Rev. John Smith, D. D., 1819-1831; Rev. Enoch Pond, D. D., 1832-1855; Rev. Samuel Harris, D. D., LL. D., 1855-1867; Rev. John R. Herrick, D. D., 1867-1873; Rev. William M.

Barbour, D. D., 1873-1877; Rev. Cyrus Hamlin, D. D., LL. D., 1877-1880; Rev. Lewis F. Stearns, D. D., 1880-1892.

The chair of sacred rhetoric has been ably filled by Rev. George Shepard, D. D., 1836-1868; Rev. W. M. Barbour, D. D., 1869-1875, and by Rev. John S. Sewall, D. D., since 1875.

Two professors have had charge of the department of ecclesiastical history: Rev. Enoch Pond, D. D., from 1855 to 1870, and Rev. Levi L. Paine, D. D., now the senior professor, from 1870 to the present time. Rev. Francis B. Denio was instructor in New Testament Greek from 1879 to 1882, when he was appointed to the chair of Old Testament language and literature. Prof. C. J. H. Ropes has served as professor of New Testament language and literature since 1882.<sup>a</sup>

#### GRADUATES AND STUDENTS.

The first anniversary occurred August 2, 1820, when six young men received diplomas of the seminary and entered upon the work of the ministry. No class was graduated in 1821, nor in the years 1830 and 1833. The 68 classes which have gone forth between the years 1820 and 1890 have comprised 700 graduates from the full course and 200 who studied one or two years only. These men have been a faithful and useful body of workers, the majority of whom are still at their posts in pulpits of many denominations and of every grade of eminence.

The number of students in attendance in 1892 is 41, of whom two are from Turkey, one each from Syria, Japan, and England, and two from Scotland.

The plan of instruction has received several modifications. Originally designed to offer a four years' course, two years being devoted to classical studies preparatory to theological work, in 1827 the classical department was delegated to a separate instructor, the terms of admission were raised, and the course of study shortened to three years in conformity with that of the older seminaries in the country. This change strengthened the institution greatly, in the estimation of its friends.<sup>b</sup> In the same year the American Education Society received as its beneficiaries such students as needed pecuniary assistance, and the general conference of Maine established a vital connection and interest in the seminary by accepting the invitation of the trustees to send a committee year by year to look into the affairs of the institution, attend its anniversaries, and report upon its condition and prospects. This continues to be done, and great benefit has resulted from the interest and intelligent supervision thus awakened.<sup>c</sup>

<sup>a</sup> General statistical catalogue, 1820-1890; Annual catalogues, 1868-1892.

<sup>b</sup> American Quarterly Register, October, 1827, vol. 1, p. 23.

<sup>c</sup> Minutes Maine General Conference, 1892, p. 122.

Up to 1833 no students had applied for admission who were graduates of college. The original purpose of the school to offer only classical instruction the first two years naturally deterred those from entering who had enjoyed the advantages of a college training. This feeling was not wholly overcome until several college graduates entered in 1833 and 1834. This action on their part was felt to be a sacrifice of personal feelings to a sense of duty, and Dr. Pond declares that these young men "did more to advance the interests of the seminary at that time than if they had given thousands of dollars." Still, the proportion of college graduates among the students has always been small, amounting in 1892 to only one-fifth. The provision for classical instruction at the seminary was terminated in 1836.

The students have themselves for many years managed the boarding department of the seminary, making their choice of a steward and matron, regulating the bill of fare and assessing the expense at the close of the term. The plan works admirably and reduces both expense and fault-finding to a minimum.

#### COURSE OF STUDY.

The present course of study covers three years and is distributed as follows:

*Junior year.*—New Testament Greek, Hebrew language, Old Testament theology and history, exegesis of New Testament, Biblical criticism, Bible history, mental philosophy, and rhetoric.

*Middle year.*—Theology, in its several divisions; church history to fourth century, exegesis in Hebrew and the New Testament, vocal culture, and oratory.

*Senior year.*—Church history from the fourth century; historical theology, the Reformation, church polity, homiletics and pastoral theology, exegesis of the Psalms in Hebrew and of the Epistle to the Romans.

Advanced courses are offered in Hebrew, Biblical Aramaic, Syriac, Assyrian, and Arabic. A course of pastoral lectures is also given during the year by experienced pastors of Congregational churches in Maine. The Bond lectureship, for which the Alumni have nearly completed an endowment of \$10,000, is intended to provide for competent discussion of subjects of vital importance at the time.

As reported in 1888–89, the seminary grounds and buildings are valued at \$65,000, and the amount of productive endowment funds is \$209,000, yielding an annual income of \$13,762, to which about \$1,000 may be added from other sources.<sup>a</sup>

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<sup>a</sup> Report of the United States Commissioner of Education, 1888–89, p. 1173.



## Chapter IV.

### BOWDOIN COLLEGE.

By GEORGE T. LITTLE, Librarian.

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#### ESTABLISHMENT.

Bowdoin College owes its origin to a widespread feeling among the people of Maine of the need of an institution for the higher education within their borders. The three eastern counties of Massachusetts—York, Cumberland, and Lincoln—which acquired by the action of the Continental Congress in 1778 the name of the district of Maine, had rapidly increased in population after the close of the Revolution. The census of 1790 reported, in round numbers, 100,000 inhabitants. A large part of these were natives of the western portion of the Commonwealth and accustomed to the educational facilities the older towns had long enjoyed. They desired similar privileges for their children. But they were poor, and the 100 miles that separated Portland from Boston was a more effective barrier than thrice that distance to-day. The higher education, if for any save the few wealthy families, must be had nearer at hand. The earliest recorded expression of this demand for a college came from Lincoln County, one of whose representatives in the general court offered in 1787 a bill for the establishment of Winthrop College.<sup>a</sup> This bill failed of enactment. The next fall the justices of the peace of Cumberland County in their capacity as a court of sessions petitioned the general court for a college, quoting from the second section of the fifth chapter of the State Constitution.<sup>b</sup> At the same time the Cumberland association of ministers sent a similar petition. This body was composed of Congregational clergymen, all save one graduates of Harvard College, and represented, with but three exceptions, all the churches

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<sup>a</sup> Journals of the Rev. Thomas Smith and the Rev. Samuel Deane, with notes by William Willis, page 370.

<sup>b</sup> The first half of this section is, "Wisdom and knowledge as well as virtue, diffused generally among the body of the people \* \* \* being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duty of legislatures and magistrates in all future periods of this Commonwealth to cherish the interests of literature and the sciences and all seminaries of them."

that held religious services regularly within this county. These petitions were acted upon in several successive legislatures, but owing to lukewarmness and ill-concealed opposition on the part of representatives from the western counties, and also to disagreement among its friends as to its name and location, the act incorporating Bowdoin College to be located at Brunswick in the district of Maine was not signed by the governor until June 24, 1794. In at least one town, Hallowell, the people assembled in town meeting had formally instructed their representative to take all proper means to secure the granting of this charter. The result of this general desire for better educational privileges is also seen in the establishment of five academies in various parts of the district while the agitation for a college was going on.

#### PROVISIONS OF THE CHARTER.

The act of incorporation states the purpose of the institution to be the education of youth in the knowledge of languages, and of the useful and liberal arts and sciences, and the promotion of virtue and piety. It defines at length the officers and provinces of the two bodies associated in the government and regulation of the college. These are the trustees and overseers. The former board consists of not more than 13 nor less than 7, of whom the president and the treasurer of the college are ex-officio members. They have the right to remove any one of their number when, by reason of age or otherwise, he shall become incapable of discharging the duties of his office; to fill all vacancies; to hold real and personal estate, the net annual income of which shall not exceed "ten thousand pounds;"<sup>a</sup> to confer such degrees as are usually conferred by universities; to elect the president, professors, and instructors, to fix their salaries and define their duties, and in general to act as the executive board of the institution. No action of theirs, however, has validity until it is agreed to by the overseers. These also form a corporate body, consisting of not more than 45 nor less than 25 persons, with a quorum of 15. They have the right to remove a member for incapacity or neglect of duty, to fill all vacancies in their number, to require an account of the treasurer of the college and to fix the amount of his bond, and, especially, to exercise the veto power mentioned in the preceding sentence. The seventeenth and closing section of the charter grants from the unappropriated lands belonging to the Commonwealth five townships, each 6 miles square, with the provision that the trustees or their assigns shall cause 15 families to be settled on each of these townships within twelve years. The customary reserve is also made in each township

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<sup>a</sup> By enabling acts passed by the legislatures of Massachusetts and Maine in 1891, and accepted by the boards of the college, this proviso is removed and the institution is not restricted as to the amount of funds it may hold in carrying out the purposes of its charter.



of lots of 320 acres each for the first settled minister, for the use of ministry, and for the use of the schools.

These provisions for the management of the college were probably influenced by those prevailing at Harvard, which then had a board of overseers, including the clergy of the vicinage as well as the members of the State senate. The disadvantages resulting from the conduct of college interests by two separate bodies were fully and forcibly stated at the very beginning of the century by President Timothy Dwight of Yale on the occasion of his visit to Brunswick in 1807.<sup>a</sup>

The existence of a large board with no power to originate but with merely the right to negative the measures proposed by a smaller body renders the government "uncertain, prolix, and indecisive; furnishes room for the operation of multiplied personal interests, prejudices, intrigues, and unfortunate compromises, and, generally, prevents the order, energy, and decision attendant upon a single board." To secure the prosperity of a college a definite plan, embracing all its interests, should be carefully formed and closely followed. All who are to vote should both clearly understand this plan, and also have sufficient acquaintance with the affairs of the college to comprehend readily the relation of each new measure to the general scheme and its probable influence on measures already adopted. This he maintains can not be done by a large number of men busily employed in totally different concerns. Their votes will be governed by the impulse of the moment, by attachment to a friend, or by party prejudice. A public seminary so governed can never become prosperous, he concludes, save "by the peculiarly meritorious labors of a wise and vigorous faculty."

The evils foreseen and described have been realized on several occasions. Fortunately, during the period in which they were most noticeable, they were more than neutralized by the loyal and efficient group of men who then formed the teaching force, and whose formal title for many years was "the executive government." The number and the influence, however, of the overseers who have become acquainted with the needs and have kept themselves informed as to the interests of the institution have been so great, and the assistance they have rendered so material, that a recent proposal to do away with this board met with comparatively little approval. The experience of the college with reference to changes in its charter, as will appear later in this sketch, has also discouraged all attempts to modify it in any important provision.

#### ORGANIZATION.

Slow progress was made in the task of organizing the college. Eight years elapsed between the granting of the charter and the beginning of instruction. The two governing boards had different theories as

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<sup>a</sup>Travels in New England and New York, volume 2, page 212.

to the cause of this. The overseers claimed that the trustees were old and dilatory. The trustees maintained that the lack of money was the root of all the evils under which the institution labored; furthermore, if they were slow, the overseers were obstinate. The records seem to indicate that the latter were overanxious to have their own way in the matter of the size and cost of the first building to be erected. For this purpose they were willing to dispose of two of the five townships granted by the State, and their repeated vetoes of the more cautious proposals of the trustees delayed action. Again, some time was lost by the failure of each board to obtain a quorum for one important special meeting to be held at Brunswick. The real reason for the delay was inability to realize a sufficient amount of money from the unproductive lands granted by the State. "There was much land in the market selling at 20 cents [an acre] and even lower, and it was difficult to sell at any price."<sup>a</sup>

To sell the college townships for a lower price than such property had obtained in the past and was likely to secure in the future, seemed an unwise course to the committee having the matter in charge. Fortunately, as the sequel proved, their conservative counsels prevailed.

In 1798 a beginning was made upon "a house for the use of the college," the building now known as "Massachusetts Hall." It was modeled after Hollis Hall, at Cambridge, and was to be completed as rapidly as the treasurer could pay the \$2,400 appropriated for its erection. The site had been chosen two years before, on the pine-covered plain to the south of the village of Brunswick. The 30 acres of land selected for the campus had been given by Col. William Stanwood and others, and 200 acres additional had been transferred to the college by vote of the town. But the market for wild land was even duller in the two following than it had been in the two preceding years, and in 1800 both boards voted to apply to the general court for a grant of money to enable them to carry out the purposes of their organization. This resulted in nothing. Fortunately the next year two townships were sold on favorable terms. Measures were at once taken for the early completion of Massachusetts Hall, and a special meeting was called for the election of a president.

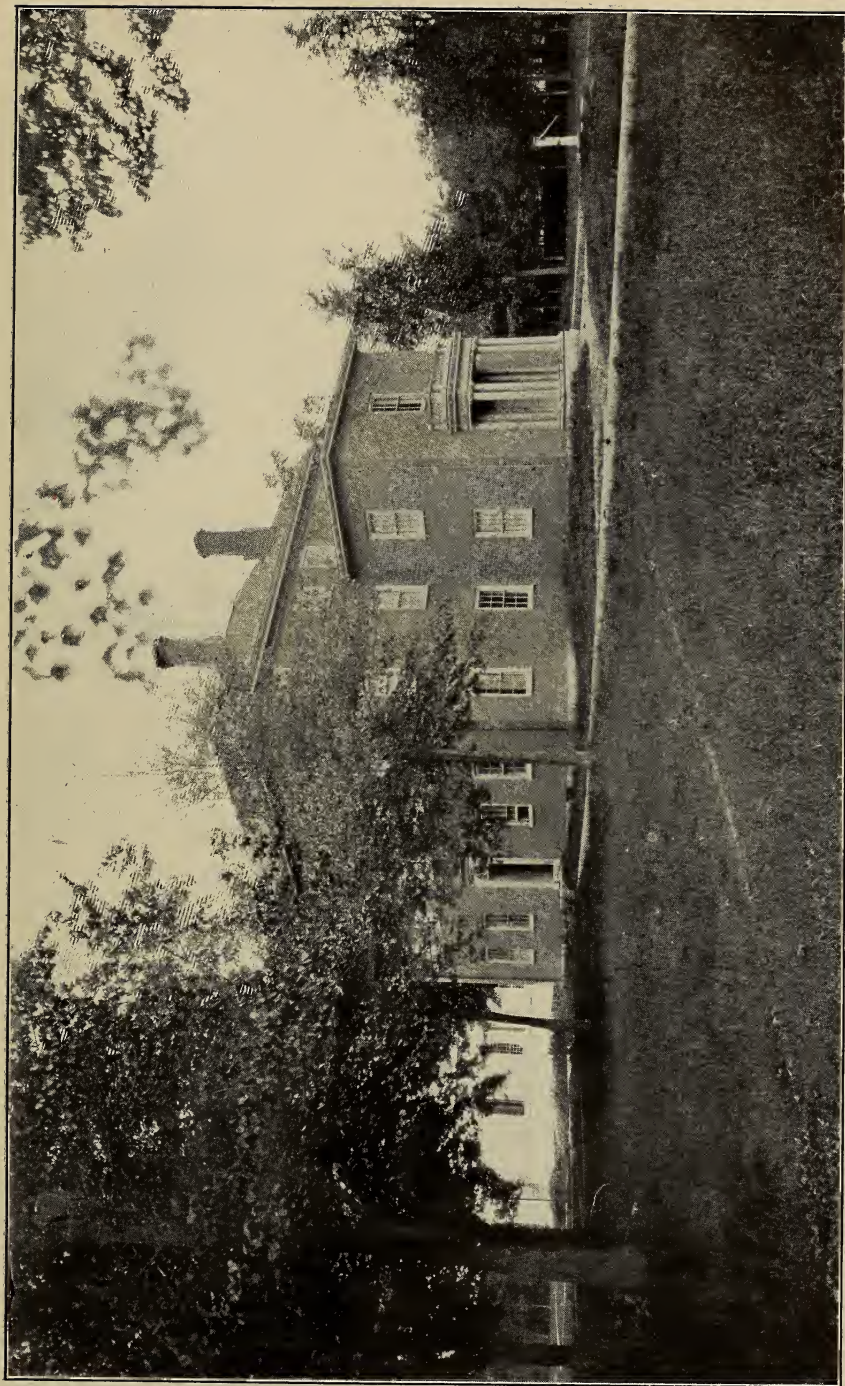
#### STATE AID.

The bounty of the State was so important a factor in the establishment of the college and in its successful operation for a number of years, that a summary of the aid thus received may with propriety be given at this point. The five townships mentioned in the charter were located and formally transferred to the college in 1796. They are now known as "Dixmont," "Sebec," "Foxcroft," "Guilford," and

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<sup>a</sup>Manuscript letter of Hon. Alden Bradford, dated February 3, 1835.





MASSACHUSETTS HALL, BOWDOIN COLLEGE.



"Abbot." Their cash value, if estimated by the average price per acre received by the Commonwealth for other land sold in that year, was \$18,630. The expenses of surveying and settling were considerable, but the amount eventually realized by the college from this charter endowment was far larger than the sum just stated. Over \$20,000 was received for Dixmont in 1801, and Foxcroft was sold for \$7,940 the same year. Sebec brought about \$14,000 in 1803. Guilford and Abbot were sold mainly in small lots directly to settlers, and, as many sales were canceled, it is impossible to state the net proceeds. In 1806, the town now known as Etna, was granted the college. Its value on the basis mentioned above, viz, the selling price of that year, was \$11,635. It is doubtful if so much was realized from it, but it permitted the erection of a large and much-needed dormitory. Two years later the legislature granted two more townships, which the college attempted in vain to dispose of without locating. In 1813 they were located in the tenth range, north of the Waldo patent, and are still known as the "Bowdoin College grant." Their cash value at that time may be estimated at \$11,520. It was impossible to dispose of them to advantage till the land speculation in 1833, when they brought \$29,440. In 1804 the legislature gave Williams College and Bowdoin College "a residuum of land in Sullivan." This land proved to be a succession of ledges, and was unsalable till 1832, when Bowdoin obtained \$2,000 for her half.

Much of the cash received from the sales prior to 1816 was necessarily employed upon the four college buildings which had been erected. The income, irregular and uncertain in its character, from the remainder of the proceeds and from private benefactions was insufficient to meet the current college expenses. For at least three years the president and senior professor remitted a large portion of their salary, which was, however, in the comparative prosperity of later years, returned to them. Under these circumstances, a lottery was proposed as a means of raising ready money, that had been successful in the case of other institutions. Fortunately for the record, if not for the wealth of the college, the lower board vetoed the project, and the request was not brought before the legislature. In 1814 came the much-needed money grant. A bank tax of \$16,000 a year, to be laid for ten years, was distributed between Harvard, Williams, and Bowdoin, the former receiving \$10,000, the two latter \$3,000. Each college was to receive one-fourth of the grant in defraying the tuition of worthy indigent students. To Bowdoin this annual \$3,000 was of incalculable benefit. It increased the number of students by placing an education within the reach of many young men from the newly settled towns, to whom the tuition charge of \$20 was in those days a formidable obstacle. It gave permanence to the teaching force of five, and fair promise of a future increase in the number of professors as the wild lands were sold. On the separation of Maine from



Massachusetts before the ten years had expired, provision was made for the continuance of this grant by the new State. It was renewed by the Maine legislature for the term of seven years from February, 1824, and was discontinued in 1831. The college, therefore, has received from the State \$51,000 in money, and has undoubtedly realized as much more from the lands bestowed upon it. The Medical School of Maine, a department of the college, has also received various grants at different times, amounting in all to \$20,000.

#### THE BOWDOIN BENEFACTIONS.

While the movement for a college charter was going on, Governor James Bowdoin closed a public career marked in the highest degree by patriotism and statesmanship. The deep and general regret felt at his death led to the selection of his surname as the one to be commemorated by the new institution. Governor Bowdoin was the grandson of Pierre Baudouin, a Huguenot refugee, who lived for a short time at Portland, and the son of James Bowdoin, of Boston, the wealthiest of New England merchants in colonial times. He was educated at Harvard, was a friend of Franklin and a fellow-laborer with him in scientific research, and was foremost among the founders and the first president of the American Academy of Arts and Sciences. As delegate to the first Congress at Philadelphia, as president of the convention for framing the State constitution, and as governor of the Commonwealth during Shay's rebellion, his services to the State were not surpassed in value by those of any of his famous contemporaries.

At the first meeting of the trustees, in December, 1794, a letter was read from Hon. James Bowdoin expressing his appreciation of the respect shown his father's memory in the name chosen for the college, and announcing a gift of \$1,000 in specie and 1,000 acres of land in the town of Bowdoinham. The land was valued by the recipients at \$3,000. The gentleman who thus became the first patron of the college had a less prominent, but hardly less honorable, career than his father. Educated at Harvard and at the University of Oxford, he inherited his father's tastes for natural history and scientific research, to which he gave much attention. He served repeatedly in both branches of the Massachusetts legislature, and was appointed by President Jefferson minister plenipotentiary to Spain and subsequently associate minister to France. During his residence abroad of nearly four years he purchased many valuable books, a finely arranged and classified cabinet of minerals and fossils, with models in crystallography, and many paintings and drawings by old and modern masters. All these he bequeathed to the college. Before the institution was open for instruction he gave \$2,800 for the establishment of a professorship of mathematics and of natural and experimental philosophy, with the request that the interest be added to the principal until a professor should be appointed. Shortly before his

death, which occurred October 11, 1811, he transferred to the college a tract of land in Lisbon consisting of 6,000 acres. By the provisions of his will the college, as a residuary legatee, subsequently received upward of \$33,000.

#### PRESIDENT McKEEN'S ADMINISTRATION.

At a special meeting of the board called in July, 1801, for the election of a president, several nominations were made; the choice fell upon Rev. Joseph McKeen, pastor at Beverly, Mass. President McKeen was born October 15, 1757, at Londonderry, N. H., of Scotch-Irish descent. He graduated at Dartmouth at 17 years of age, taught and studied in his native town for eight years, and then, after a brief course in natural philosophy and astronomy at Harvard, gave himself to the study of theology, which he pursued under the direction of Rev. Mr. Williams, of Windham, N. H. In 1785 he was called to the pastorate of the church at Beverly, which had been made vacant by the elevation of Rev. Dr. Willard to the presidency of Harvard. This he filled for seventeen years with great acceptableness. He brought to the college the reputation of a sound divine, an able scholar, and a polished gentleman, but it was his discriminating judgment which made his brief administration of greatest value.

In the summer of 1802, in company with the professor-elect of ancient languages, John Abbot, a graduate of Harvard and for five years tutor there, President McKeen visited Cambridge, Providence, New Haven, and Williamstown to acquaint himself from actual inspection with the modes of government and the course of instruction pursued in the New England colleges. With a wise boldness he adopted the same qualifications for admission that were then required at Harvard. Although these were only "the principles of the Latin and Greek languages, the translation of English into Latin, the select orations of Cicero, the *Æneid* of Virgil, and arithmetic as far as the rule of three," the young college stood in this respect in advance of others older and wealthier.

In September, 1802, the president and the senior professor were formally inaugurated into their new positions. The ceremony took place in the pine grove that occupies part of the campus, for no building at hand was large enough to accommodate the assemblage which the long-desired opening of the college had attracted from different parts of the State. The scene must have been an impressive one when at the close of a brief address, in which he had set forth simply and plainly the purpose and the policy of the institution, President McKeen besought all present to unite in the prayer that the new seminary might "eminently contribute to the advancement of useful knowledge, the religion of Jesus Christ, the best interests of man, and the glory of God." The next day eight young men, of whom two were from Beverly, Mass., were admitted, and college work began in the newly

completed Massachusetts Hall. The president's house was still in the process of erection, and for a few months one roof covered both faculty and students, while the president's study served as chapel and recitation room.

Of the exact course of study pursued by these young men, or rather boys, for their average age was 16, the writer finds no definite statement. Doubtless it was similar to that at Harvard at that time, for the young college followed very closely in many details the institution that may be considered its mother. The character of the president's instruction may be judged from the following, written by a member of that first class:

As a teacher in mathematics he was lucid, and uncommonly successful in his illustrations. The exemplification of abstract propositions by models has been introduced into modern practice, but at the time referred to it was, if at all, very sparingly used. With Dr. McKeen it was a familiar custom. Some of the properties of conic sections, in particular, were so illustrated. As a teacher of historical science he evinced a philosophic mind and generalized its lessons with happy effect and useful results. As a teacher of intellectual and moral philosophy he exhibited a thorough comprehension of his subject, and was felicitous in gathering illustrations from actual life. \* \* \* Dr. McKeen had eminent administrative and gubernatorial talent. He very highly estimated the efficiency of what is termed "moral suasion," but probably never dreamed of its being the exclusive means of government. He never mistook men for angels.<sup>a</sup>

The punishments inflicted for misbehavior during this administration and the two following were fines, public admonition, and suspension. The first were imposed for neglect of college duties and minor irregularities. The second was employed when private reproofs and warnings seemed without avail. Suspension or rustication was always for a considerable period of time. The culprit was required to reside with and be instructed by a clergyman, selected by the faculty. The result was usually a change in the character of the young man or his permanent separation from the institution. The public admonition was so characteristic of the day in its formality that the following extract from the records of the faculty is almost necessary to convey a clear idea of what it was. The admonitions were given in the chapel, before the entire body of students:

At a meeting of the executive government of Bowdoin College April 2, 1805, present, the president, Messrs. Abbot and Willard. On examination, it appeared that A. B. and C. D. had been guilty of repeated acts of violence, committed on each other under the influence of ungoverned passion; therefore,

Voted, that the said A. B. and C. D. be publicly admonished for the same.

Voted, that their names and offenses be entered on the record.

The following admonition was accordingly administered:

It is with pain that we find ourselves under a necessity of calling you forward in the presence of your fellow-students to be reproved and admonished for the repeated acts of violence into which you have suffered yourselves to be hurried by ungoverned passion. We did indulge a hope that the remembrance of the disgraceful

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<sup>a</sup> Manuscript address by John M. O'Brien, esq., class of 1806.



scene exhibited by you on the Fourth of July and the parental admonition then given you would have had a better effect. We are sorry to say we are disappointed, and that we have perceived less indication of remorse or penitence in this instance than in that. We earnestly recommend to your serious consideration the solemn warning in the first verse of the twenty-ninth chapter of Proverbs, "He that being often reproveth hardeneth his neck, shall suddenly be destroyed and that without remedy." You can not plead in extenuation of your last offense that it was the effect of a sudden impulse, which allowed you no time for reflection. After your anger was kindled, but before you proceeded to acts of violence, it might have been hoped that the ringing of the bell for prayers and your attendance at the devotional exercises in the chapel would have awakened different sentiments in your breast, but it appears that immediately after prayers you walked deliberately together into the woods, where, as your faces show, your treatment of each other resembled that of savage beasts much more than of Christians or young gentlemen who are receiving a liberal education. Tenderness to you and your friends heretofore restrained us from entering your names and offenses upon the college records, but in this instance we think you have no right to that indulgence. The aggravations of this offense would, in our opinion, have clearly justified us in suspending for a time your connection with the college, but as our object is your reformation, not your infamy, we were unwilling to inflict so public a censure till a fair experiment was made of the more private methods of discipline. That we may engage the cooperation of your parents we have thought it our duty to acquaint them with your behavior. Should their endeavors and ours prove ineffectual, we shall be under the painful necessity of banishing you for a time from the society of your fellow-students, lest your example should corrupt their morals and tarnish the reputation of this infant seminary.

We feel it to be our duty to exhort you to repentance, and we pray God to work in you sincere contrition for this and all your sins, to clothe you with humility, and to put upon you the ornament of a meek and quiet spirit, that "putting away all bitterness and wrath, and anger, and clamor, and evil speaking, ye may be followers of God, as dear children, and walk in love as Christ loved us and gave Himself for us."

If consideration be had of their limited resources, it is clear that the trustees pursued at the outset a liberal policy in regard to salaries and apparatus. President McKeen received \$1,000 a year, the use of the president's house, erected for him at an expense of about \$2,500, and 1,000 acres of the wild land which made up in such large measure the collegiate endowment. His salary was soon increased to \$1,200 and that of the first professor, who was unmarried, raised to \$800. What these amounts meant then can be seen by the following extract from a pamphlet advocating the separation of Maine and dedicated to Rev. Dr. Samuel Deane, who was the vice-president of the trustees:

But in order to show that the sum of £300 (colonial currency and equal to \$1,000) is ample for the support of a governor, it may be said that there is no part of the district where that sum regularly paid and economically expended will not support a family in as good a style as will be consistent with the present state of society in this part of the country. The refinements of luxury in this wooden world would be ridiculous."

Steps were at once taken toward the formation of a library. Different individuals early presented some 300 volumes; by the liberality



of Madam Elizabeth Bowdoin, the widow of the governor, the president was enabled to expend £100 in the purchase of valuable reference books in London; and in 1803 \$1,000 was appropriated for the library and a thousand more for apparatus. The college already possessed by special gifts a valuable air pump costing upward of \$300, given by gentlemen of Salem and the vicinity, and an equatorial and other astronomical apparatus, to which were added within a few years a telescope valued at \$500, the gift of Hon. William Phillips, of Boston, and the electrical, chemical, and mineralogical apparatus of Hon. James Bowdoin, with his elaborate collection of minerals and models in crystallography, valued at \$1,000. These, with the purchases made from the appropriation referred to, enabled the young college to claim during the first quarter of the century that only Harvard surpassed it in equipment for scientific study.

On the admission of a third class in 1804, Mr. Samuel Willard, a recent graduate of Harvard and afterwards for many years pastor of the church at Deerfield, Mass., was engaged as a tutor. For the next two decades this custom was followed of increasing the body of instructors by the annual appointment of one or more tutors who lived in the college buildings and were expected to exercise an influence upon the students and maintain control over those who showed themselves disposed to be unruly. Among the men who thus served the college and unquestionably left the impress of their character and scholarship upon the early graduates were Rev. Dr. Benjamin Tappan, of Augusta; Prof. Andrews Norton, of Harvard, and Rev. Dr. Nathan Parker, of Portsmouth, N. H.

The year 1805 was marked by the establishment of the chair of mathematics and natural philosophy and the inauguration of Parker Cleaveland as its occupant. Professor Cleaveland graduated at Harvard in 1799, and his success as a tutor at Cambridge led to his appointment at Brunswick. His attention was early directed toward mineralogy and chemistry, and these two sciences in succession won his complete attention, and the teaching of them before long required his entire energy. Lectures upon chemistry and mineralogy became a part of the collegiate course of study as early as 1808. In 1816 he issued his *Elementary Treatise on Mineralogy and Geology*, which embodied the subject-matter of his lectures, and the result of several years of indefatigable study with the best helps then available.

This book put him at once in the front rank of American mineralogists. It combined the excellencies of the French and German theories as to the classification of rocks, presented the labors of European mineralogists in attractive form, added new species and localities, and thus began to pay in part the heavy debt in science which America owed Europe. The commendation it received from the press and from fellow-scientists on both sides of the ocean was warm and hearty. *Silliman's Journal of Science and Arts* ends a long review

with, "in our opinion this work does honor to our country and will greatly promote the knowledge of mineralogy and geology, besides aiding in the great work of disseminating a taste for science generally." The Edinburgh Review styled it "the most useful work on mineralogy in our language." It was used by Dr. Clarke, professor of mineralogy in the University of Cambridge, and was employed as a text-book in all American colleges where the study was pursued. Humboldt, while in London, borrowed the copy belonging to the Geological Society, whose collection was arranged according to its system, and carried it home with him. Goethe, in one of his miscellanies, coupled Cleaveland with a German geologist and extended a kind salutation. Some sixteen different scientific societies abroad and in this country added his name to their membership rolls. He received more or less formal offers of professorships from Harvard, Princeton, the University of Pennsylvania, and the University of Virginia, in several cases at more than double the salary he then received, which began with \$800, and never exceeded \$1,200 and his house rent. His attachment to the college and his dislike of change, a marked characteristic of the man, led to the refusal of proposals at which other men would have grasped. The book which had so quickly brought to the attention of the world the character of the scientific instruction in the little "down east" college passed through a second edition in 1822 and then was abandoned, so to speak, by its parent.

On the establishment of the medical school in 1820, Professor Cleaveland was appointed professor of chemistry and materia medica, and secretary of the medical faculty. These new duties involved the extension of his course in chemistry and added much administrative detail to the work of instruction. They led him gradually to neglect his former favorite science, and to devote most of his time and attention to chemistry and the interests of the new school. Henceforth teaching and not research engrossed his energies. His chemical lectures were given with wonderful regularity till his death in 1858, and were listened to by over 2,000 students. The important place they held for half a century in the curriculum justifies, it is believed, the following detailed description:

They were delivered in the spring term, at 2 o'clock in the afternoon, four days in the week, before an auditory composed of the medical students and the two upper classes in college. After an early breakfast, it was his invariable custom, continued to the last years of his life, to go to his laboratory and employ the whole intervening time in preparing for the lecture of the day, laying out his topics, performing beforehand every experiment, and practicing every manipulation. These preparations were interrupted only by the frugal repast sent to him from his house in a small basket when the dinner hour had arrived. In these preparations he always had one or more assistants. \* \* \* When at length the hour of the lecture had arrived and the eager and punctual audience had assembled, and, after seven minutes by the watch, the door was closed, and silence prevailed, and the professor stood forth amidst his batteries and retorts, master of his subject and of the mighty agents he had to deal with, he was then indeed in his

element and in his glory. Though clad in garments almost rustic, he had a dignity of appearance and an air of command by which the eye of every student was kept fixed and all listlessness and inattention were banished. His stern and venerable features were lit up with a glow of genuine enthusiasm. Forgetful of himself, he became wholly absorbed in his subject. He professed no great discoveries; he propounded no new theories; he made no pedantic display of learning, but with the modesty of true wisdom aimed only to exhibit those certain facts and obvious inductions which constitute the elements of his science. Having clearly conceived of these, and having them well arranged in his own mind, he produced them in a clear and orderly manner. There was no confusion in his thoughts and none in his discourse. By his clear and simple style and its easy and uninterrupted flow, by his lucid order, by the earnestness of his manner, by the interest with which he seemed to regard the smallest and most common things pertaining to his theme, by his happy illustrations and never-failing experiments, and by his occasional sallies of wit and good humor, he carried along the delighted attention of his hearers without weariness to the end of his hour, making plain to them what had been obscure, investing even trivial things, by a salutary illusion, with an air of importance, and, in short, accomplishing, in a manner which has never been surpassed, the great object of conveying to the mind of the learner definite notions and useful knowledge on the subject under consideration. \* \* \* Besides these lectures, he heard recitations from the senior class at an early hour in the morning every day in the week through the successive terms of the college year. He always prepared himself the night before for his morning lesson, especially revolving in his mind as he was going to sleep such topics of instruction as he might wish to give in addition to his text-book. And when the morning came, year in and year out, his punctual feet crossed the threshold of the recitation room at the appointed moment with the regularity of the planetary revolutions, alike in summer and in winter, in fair weather and in foul, in health and in sickness.<sup>a</sup>

Massachusetts Hall, the scene of Professor Cleaveland's labors, is the only one remaining of the three college buildings erected and completed during President McKeen's administration. The interior has been twice remodeled. The first floor contains the offices of the college treasurer and the lecture room of the professor of biology and geology. In the corner of the latter may be seen the old brick fireplace with iron crane and several pieces of the rude apparatus used by the teacher who for years met his classes here. It was a coincidence perhaps worthy of mention that the gas apparatus employed by him came from Dr. Beddoes's pneumatic institution at Bristol, and was made while Sir Humphry Davy, then a youth, was acting as assistant there. The latter, grown to manhood and to fame, was one of the first to congratulate Professor Cleaveland on the success of his labors in mineralogy. The two original upper stories of the building have been thrown into a single hall, called the Cleaveland Cabinet, 48 feet by 38, and 23 feet in height. A gallery, reached by spiral staircases, surrounds the room. The greater part of the 14 alcoves and the cases on the main floor are given up to the mineralogical collections formed by Professor Cleaveland. In addition there are shelved in this room and in the galleries the Haüy collection of minerals, the gift of Hon. James

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<sup>a</sup>Address on the life and character of Parker Cleaveland, LL. D., by Leonard Woods, D. D. Brunswick: 1860.



Bowdoin; the museum of the first geological survey of Maine; the mineralogical and geological collections of Mrs. Frederic Allen, of Gardiner; the Shattuck conchological collection; the Cushman ornithological collection, and the Fish collection of Lepidoptera. A projection on the east side provides a spacious entrance and staircase. On ascending, the visitor may read two interesting autographs, the last letter Professor Cleaveland wrote and the following tribute to his memory from his old-time student, the poet Longfellow:

Among the many lives that I have known,  
None I remember more serene and sweet,  
More rounded in itself and more complete,  
Than his who lies beneath this funeral stone.  
These pines that murmur in low monotone,  
These walks frequented by scholastic feet,  
Were all his world; but in this calm retreat  
For him the teacher's chair became a throne.  
With fond affection memory loves to dwell  
On the old days when his example made  
A pastime of the toil of tongue and pen;  
And now, amid the groves he loved so well  
That naught could lure him from their grateful shade,  
He sleeps, but wakes elsewhere, for God hath said, Amen!

At the close of the first chapel service which was held in this building George Thorndike, the youngest of the little group of students, half carelessly, half purposely, planted an acorn by the doorway. The next year, somewhat to his surprise, he found it had grown into a tiny shrub, which he transplanted to the president's garden. Here it has slowly but steadily grown, and for many years successive classes have held their farewell exercises beneath its boughs. To many it stands not only as a memorial of the youth who was the first to die of a long line of graduates, but as an emblem of the progress of the institution which has often suffered from the lack of material resources, just as the tree has felt the natural poverty of the soil that sustains it. It also serves to mark the position of the two wooden buildings which were erected during President McKeen's administration, but were long since destroyed. The dwelling house built for him and also occupied by his two successors stood between the tree and the present highway. The old chapel faced the west and was a few rods to the southeast of the Thorndike oak. It was at first intended to be a merely temporary structure, and though afterwards enlarged and provided with a belfry, was never supplied with adequate provision for heating. The second story was the home of the library till the completion of King Chapel. The insufficient accommodation it afforded cramped if it did not check the growth of the collection.

If we may trust tradition, the first commencement of the infant institution, which occurred in September of 1806, was one of the notable occasions in the social life of the district of Maine. The college



boards, which included those most prominent in the professions and in official station, were well represented as a matter of course. Visitors who came from as far as Boston and vicinity in their private carriages gave to the little village, with its sandy roads, an appearance of wealth and importance that it had never known before. At the close of the exercises diplomas were conferred on the seven young men who had completed the course, and also the *ad eundem* degree of A. B. or of A. M. on 14 recent graduates of Harvard, Yale, and Dartmouth, who had expressed the desire to become connected with the new institution. This first was also the last commencement at which President McKen presided. A painful and lingering disease which kept him from his college duties for several months terminated his life July 15, 1807. His brief administration had been remarkably successful considering the difficulties under which he labored. Among the 44 students then enrolled, in whose education he had taken part, were Nathan Lord, for thirty-five years president of Dartmouth College; Charles Stewart Daveis, prominent within his native State as an orator and lawyer, and two members of the legal profession who represented the Commonwealth in the National Congress.

#### PRESIDENT APPLETON'S ADMINISTRATION.

To fill the vacancy caused by President McKen's death the trustees chose one of their own number, Hon. Isaac Parker, afterwards chief justice of Massachusetts, and for a number of years professor of law in Harvard University. Judge Parker had been actively interested in the affairs of the college, was a scholarly man and well qualified for the position, but his election was negatived by the lower board. The trustees then selected Rev. Eliphalet Nott, who had but just begun his long and famous administration of Union College. He, too, was rejected by the overseers. The third choice was the Rev. Jesse Appleton, D. D., then pastor at Hampton, N. H., and this was approved by the other board.

President Appleton was a native of New Ipswich, N. H., graduated at Dartmouth in 1792, and studied theology with Rev. Dr. Lathrop, of West Springfield, Mass. While yet a young man he had won a reputation for ability and scholarship and had been a prominent candidate for the Hollis professorship at Harvard. Of the esteem in which his parishioners held him evidence is given in the curious claim they made upon the college to be pecuniarily reimbursed for the loss of their pastor. Though not a controversialist, President Appleton was a leader on the evangelical side in the strife that was then beginning to separate the Congregational churches of New England. He brought to the president's chair a sense of personal responsibility for the moral, religious, and intellectual welfare of the young men connected with the institution which many would characterize as morbid, and which certainly led to excessive labor and anxiety.

In his inaugural address, after a tribute to the literary value of the Bible, he asks "whether some very general system containing the outlines of Christian theology might not with advantage be considered as a necessary part of collegiate studies, and whether his education should not be regarded as deficient who has no particular knowledge of the facts and doctrines described in the sacred volume."<sup>a</sup>

In furtherance of this belief he conducted regularly a Sabbath evening exercise in Bible study in the chapel, in which all the students participated and for which he himself made especial preparation. Still more was this true of the theological lectures delivered on Thursday afternoons. They were composed with great care and form the major portion of his works which were published posthumously in two octavo volumes. So earnest was he, not only in these public ministrations but also in his daily recitations and private conversation, that it was said by one of his pupils that no one could "go through Bowdoin College without receiving serious impressions."

A large portion of President Appleton's inaugural was devoted to the subject of college discipline. He held the view then prevalent that the college authorities should guard with parental care, that the students should render strict obedience, and that every transgression should receive a just recompense of reward. The specified punishment must be inflicted not solely to maintain due subordination and respect for lawful authority but as a part of a fair and honorable contract between two parties. This theory was executed with a conscientiousness and an impartiality that won respect, but it caused an amount of labor and of friction at which modern faculties would stand aghast. For playing cards, for staying away from one's room at night, for failing to observe study hours, for walking or driving unnecessarily on the Sabbath, and for numberless similar offenses, definite penalties were fixed and imposed. Unfortunately delinquencies of this character, while they occupy page after page of the record of the executive government, were not the only ones to be punished. The habits of society at that time, and the fact that the students for the first twenty years of the college's existence were mostly from the wealthier class in the community, made intemperance a formidable foe to college order and morality. The temptations to drink to excess, if opportunity be considered a part of temptation, were surely far greater than at the present day; while the personal oversight conscientiously exercised by college officers living in the buildings made every shortcoming known to the president and faculty. No effort seems to have been left untried to prevent drunkenness. Exhortation and punishment were faithfully applied. The failures of men well disposed and generally correct were not overlooked. On one occasion a young man, who afterwards became a faithful and honored pastor, was publicly admonished for having been overcome with

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<sup>a</sup>Works, volume 2, page 392.

liquor. There is no reason to believe that the evils of intemperance and licentiousness were more prevalent at Bowdoin than at other colleges at this period, but it has seemed proper to mention the earnest and open measures taken to check them. On the failure of the public admonition, the student was suspended. Of sixteen cases of suspension during this administration, six resulted in permanent separation. There were also two instances of dismissal or removal by the parent at the request of the faculty.

A new dormitory, 100 feet in length by 40 in width, built of brick, and four stories in height, was ready for occupancy in 1808 and furnished accommodation for the increasing number of students. With a view to economy in cost of living college commons were maintained in a tavern that stood in the northwestern corner of the present campus. The fare—plain, substantial, and inexpensive—was a subject of complaint from a few members in each class who had themselves excused from the obligation to board there by a physician's certificate that their health demanded that their appetite be tempted rather than satisfied. After a trial of five years the experiment was discontinued in 1815. It was undertaken again at the close of the following decade under more favorable circumstances, Commons Hall having been erected for the purpose, and though continued for a longer period was hardly a success.

As in the previous administration, the president took a large share in the work of instruction. The duties of the department of intellectual and moral philosophy and of rhetoric and oratory devolved for the most part upon him. The text-books employed were Butler's *Analogy of Religion*, Paley's *Evidences of Christianity*, Locke on the *Human Understanding*, Stewart's *Elements of Intellectual Philosophy*, and Blair's *Rhetoric*. After the resignation by Professor Abbott of the chair of ancient languages in 1816 he occasionally conducted the work in the classics, his fondness for Livy being so marked as to lead the students to maintain that if ever called on to save three volumes from a burning library he would be found with Paley in one pocket, Livy in the other, and a Bible in his arms.

The teaching force was increased in 1812 by the appointment of Rev. William Jenks, D. D., then pastor of a church in Bath, to the chair of English Literature and Hebrew. It was hoped that the finances of the college would allow it after a few years to require all the time of the new professor, who continued to hold his pastorate and at the same time gave instruction in Hebrew and had charge of the work in English composition. This expectation was not realized. Four years later his resignation was accepted. Instruction in Hebrew, however, continued to be given until 1866. It was always an optional study and only pursued by a few. Instruction in English literature, as distinct from rhetoric and composition, did not again hold a place in the curriculum until 1855.



President Appleton was only 47 years of age at his death in 1819. In a certain sense the pressure of his college duties, together with his unremitting application to study, hastened his decease. His keen sense of personal responsibility necessarily laid on him a heavy load of anxiety. His natural tastes and his intellectual ambition led him to attempt and to accomplish what at the present day would be impossible—the mastery of all the subjects taught in the college curriculum. His efforts for the upbuilding of the college, though hampered by the lack of financial means, were successful. The institution, with its little corps of 5 teachers and 50 pupils, won a reputation for “good morals and sound scholarship.” Among the 130 graduates who enjoyed his instruction were 2 presidents of colleges, 5 judges of the higher State-courts, 1 governor, and 5 Congressmen. Of the three or four who gave themselves chiefly to literary work, at least one, Jacob Abbott, has exerted a widespread influence by his writings.

The separation of Maine from the mother State brought anxiety to many friends of the college. A few years before the private affairs of the college treasurer had become hopelessly involved, and a temporary attachment was placed upon the property of his brother-in-law and surety, Gen. William King, for the purpose of securing the college against possible loss. The agent in this matter was a prominent Federalist, and a political opponent of the future governor. The latter’s indignation was great and unfortunately fell in part on the college, which he regarded as a Federalist institution. His influence was exerted in obtaining a charter for Waterville College, now Colby College, and in inserting in the constitution of the new State a provision that no literary institution should receive aid unless the legislature was able “to alter, limit, or restrain any of the powers vested in any such literary institution.” To protect the college from this dreaded antagonism of the dominant political party, clauses were inserted in the act of separation providing that Maine should assume the payment of the annual grant of \$3,000 until its expiration four years later, and that the president, trustees, and overseers should continue to enjoy their powers and privileges in all respects. In the midst of the doubts and misgivings the prospective withdrawal of State aid aroused, there is something heroic as well as trustful in the oft-quoted words the dying president uttered as he looked out from his chamber window toward the college halls, “God has taken care of the college and God will take care of it.”

#### PRESIDENT ALLEN’S ADMINISTRATION.

In December, 1819, Rev. William Allen was unanimously chosen president. He had many marked qualifications for this position. A graduate of Harvard in 1802, he was connected with it for some time subsequent, had then studied theology and succeeded his father in the pastorate of the church at Pittsfield, Mass., and recently had been



at the head of the short-lived Dartmouth University. His biographical dictionary had early given him a place among literary workers, his family connections, his collegiate experience, his reputation for learning, and last, though perhaps not least, his political views, which were in sympathy with the party dominant in the State, made him an acceptable candidate. In his inaugural President Allen set forth the advantages flowing from the cultivation of the arts and sciences and the importance to a free State of collegiate institutions. While in striking accord with his predecessors he maintains that knowledge without virtue is valueless, he dwells upon the service which the college affords the State and society. That his views on this subject were not merely theoretical was soon apparent. Before his inauguration he had corresponded with Dr. Nathan Smith, then professor of the theory and practice of physic and surgery at Yale, and the founder of Dartmouth Medical School, with regard to the improvement of the medical instruction in the new State. The latter wrote in reply, "I think, after what experience I have had, we could form a medical school that would in point of real utility equal any in the country." With this in view President Allen earnestly favored the placing of the college under the control of the legislature that, in conformity with the provisions of the constitution, it might make such grants and endowments as would conduce to the public good. Accordingly in May, 1820, the boards voted that the "right to enlarge, alter, limit, or restrain the powers given by the college charter may be vested in the State of Maine." In June the first legislature of Maine "established, under the control, superintendence, and direction of the president, trustees, and overseers of Bowdoin College, a medical school for the instruction of students in medicine, anatomy, surgery, chemistry, mineralogy, and botany."

It granted \$1,500 for procuring the necessary books, plates, preparations, and apparatus, and the annual further payment of \$1,000 till the legislature should otherwise order. The subsequent history of this medical school, for which the State and the college owe a great debt to President Allen, is given elsewhere. The success which it met with from the start may be briefly referred to here. The first course was attended by 22 persons, the second by 49, and the average of succeeding ones in this administration by upward of 90. Its first professor of the theory and practice of medicine was naturally Dr. Nathan Smith, to whose reputation, skill, and experience much was due. The first professor of surgery and anatomy was Dr. John D. Wells, a graduate of Harvard, whose brilliant natural abilities had been increased by two years of study and observation abroad. The chemistry was for nearly forty years in the hands of Professor Cleveland, who also served as secretary of the school. As the result of the legislative grant and of wise purchases, its library and apparatus for medical instruction was in 1830 the best in New England, and unsurpassed in the country.

The college proper seemed, under President Allen and the prospective patronage of the new State, to make a decided advance. The grant derived from the tax on banks was continued until their charters should expire. Students presented themselves in larger numbers than before, though both the requirements for admission and the charges for tuition and room rent were increased. The entrance requirements now included Sallust, Walsh's Arithmetic, and the *Collectanea Græca Minora*. The tuition was \$24 and the room rent \$10.

The commencement of 1821, attended by the governor with a mounted escort of cavalry and accompanied by large numbers of the prominent and influential men of the State, revived memories of the famous first commencement, when popular favor seemed lavished on the institution. With its grant of money the State also assumed a share in the direction of affairs. By its act of March, 1821, it nearly doubled the number of trustees, largely increased the board of overseers, and gave the governor the right to appoint new members. The governor's appointments were men of the highest social and intellectual standing. On political questions their views and his were alike.

The destruction by fire of the interior of Maine Hall in March, 1822, was converted from a calamity to a source of advantage to the college by the liberality of the contributions to replace the loss. These were solicited from prominent individuals, and collections were taken in many of the Congregational churches. Among the donors from without the State were President Monroe, John Q. Adams, and John C. Calhoun. As a result, nearly \$10,000 was raised, while the restoration of the building cost but \$6,500. The increase in the number of students made another dormitory necessary. A large, four-story brick building, of similar size and arrangement with Maine Hall, was erected at the cost of \$9,600. After having been known for several years as "New College," and subsequently as "North College," it received, in 1848, in honor of the Governor of the Massachusetts Bay Colony, the name it now bears, "Winthrop Hall."

Of far greater importance than new buildings were the accessions to the number of professors that signalized President Allen's administration. The first was Samuel Phillips Newman, who had graduated with honor at Harvard in 1816, and had since been engaged in teaching and in theological studies under President Appleton. He had served as tutor for two years prior to his inauguration in 1820 as professor of the ancient languages. It was, however, in the professorship of rhetoric and oratory, established in 1824, to which he was transferred, that his most valued services were rendered. His treatise on rhetoric, published soon after, was an original work and an admirable text-book, as was shown by the number of schools and colleges in which it was adopted and the sixty editions through which it passed. His department was made to include the rising science of political economy, and the substance of his lectures on that subject was issued

in 1835 as an elementary treatise. His influence was felt as a man even more than as a teacher. Possessed of much business ability; faithful, prompt, and firm in the discharge of duty, his services were invaluable to the institution, especially during the two years of President Allen's absence, when he was practically president. Of him a former pupil<sup>a</sup> writes:

His genial, unaffected manners, his genuine sincerity and faithful discharge of duty secured the respect and confidence and affection of the students, while his catholic sentiments and Christian charity endeared him alike to orthodox and heterodox.

His regretted resignation in 1839 was followed, hardly two years later, by his death at the age of 45.

Alpheus Spring Packard, a graduate of 1816, who had given the three intervening years to teaching, was appointed tutor in 1819 and professor of languages and classical literature in 1824. For forty-one years Professor Packard conducted the work in Latin and Greek, for much of the time without the assistance of a tutor, while for three of these years (1842-1845) the department of rhetoric and oratory was also under his charge. In 1865 he was transferred to the Collins professorship of natural and revealed religion, which he held till his death. He also discharged for the greater part of this latter period the duties of college librarian. Upon President Chamberlain's resignation in 1883, he was appointed acting president. His sudden decease, July 13, 1884, took away the last member of the "old faculty," whose virtues and abilities Bowdoin graduates never tire of extolling. His was in a marked degree the—

"Honor and reverence and the good repute  
That follows faithful service as its fruit."

In uttering these words, the poet spoke not only for his college class but in behalf of nearly 2,000 fellow-graduates.

To Professor Packard belongs the credit of being among the first to break away from the traditional mode of teaching the classics which prevailed in some New England colleges as late as 1830. This consisted entirely of construing, i. e., pronouncing each word and giving its meaning, with questions on the syntax. The student was not allowed, much less encouraged, to translate a sentence or a paragraph into the vernacular. Little was done by the instructor in the way of interpretation and nothing in the way of discussion of the thought or style of the author. In his inaugural address on the method in which the classics should be taught, Professor Packard said: "Like faithful guides we are to show the pupil the most direct path to knowledge and become companions of his way, pointing out to him as he advances whatever may animate and allure, and leading him to the most favorable points whence he may view all that is grand and beau-

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<sup>a</sup>Hon. Peter Thacher, of Boston, Mass.



tiful." This simple yet comprehensive ideal he faithfully strove to carry out. His habit was not to dwell upon minute philological and grammatical details, but to unfold and illustrate the thought of the author. His recitations were also enlivened or enriched by occasional lectures carefully prepared to stimulate the students' appreciation of the literary style of the author read and the historical relations of the text. He felt keenly the importance of a correct yet free translation of the original paragraph, a method to which William Pitt, as he was wont to remind his pupils, owed much of his remarkable fluency and facility in debate.

His interest in educational matters led to several essays and addresses published in the *North American Review* and in the collections of the American Institute of Instruction. He edited for the Harpers in 1839 Xenophon's *Memorabilia* of Socrates, which passed through three editions. After assuming the Collins professorship in 1865, he conducted the recitations in Paley's *Evidences* and Butler's *Analogy* as long as these were a part of the college curriculum. The duty connected with this chair, which he continued to perform to the very last with remarkable felicity, was the conduct of the chapel services. The memory of his venerable and stately form and of his kindly voice leading in prayer will linger long in the hearts of many of this generation.

In the annual catalogue of 1825 appears for the first time the name of Thomas Cogswell Upham, professor of metaphysics and moral philosophy and lecturer on biblical literature. Mr. Upham graduated at Dartmouth in 1818, pursued a theological course at Andover, and at its close was chosen Professor Stuart's assistant in Hebrew. On the establishment of the new chair at Bowdoin, the reputation he had already won as a scholar, in part by his translation and abridgment of Jahn's *Archæology*, led to his being called from a brief pastorate in Rochester, N. H. He entered upon his new field of labor at an important period. Locke and Reid had hitherto reigned supreme, but now the philosophical discourses of Coleridge were being read, Cousin's teaching in France was awakening popular interest, and above all the influence of Kant was being more and more widely felt in America. He was expected to oppose the tide of German metaphysics, which his denomination regarded as likely to unsettle and lead astray. The young professor accepted in the main the Scottish philosophy. The views of this school he incorporated in 1827 in a volume styled a "Compilation on Intellectual Philosophy." This in 1831 he elaborated into a more original and systematic work in two volumes. It met with a favorable reception in both this country and England. In a German review, written by Professor Beneke, it received approval as an example of the treatment of the subject from the practical standpoint of an American. It passed through several editions, and was widely used as a college text-book. One of his



pupils, Rev. Dr. Cyrus Hamlin, translated it into Armenian, and employed it at Robert College, Constantinople. Of this treatise, the late Prof. Henry B. Smith wrote in 1837:

We know of no work on mental philosophy which has so much completeness and inclusiveness. It is eminently practical without being commonplace, and is cast in a form well fitted for purposes of instruction. To deeper and more fundamental investigations it is a safe and sufficient introduction, and by its impartiality will guard against that exclusiveness of spirit which may make a partisan but never made a philosopher."

Three years later he published his "Treatise on the Will," which must be regarded as his most original work, and formed the third volume of subsequent editions of the "Mental Philosophy."

Able and successful as Professor Upham was as an instructor, he undoubtedly contributed more to the reputation and influence of the college by his writings than by his recitations. In addition to the philosophical writings just mentioned, his religious and miscellaneous contributions to literature had a wide circulation. On the subject of the higher Christian life there appeared in 1844, *Principles of the Interior Life*, and this was followed in subsequent years by *Religious Maxims*, *The Life of Faith*, *Treatise on Divine Union*, *Life and Religious Opinions of Madame Guyon*. An early and earnest advocate of peace, his *Essay on a Congress of Nations* and his *Manual of Peace* were stereotyped and circulated by the American Peace Society. In 1852 he visited Europe and the Holy Land, and the resulting series of letters, reprinted in book form for a circle of friends met with such favor that the work passed through two editions. A volume of minor poems, collected under the title *American Cottage Life*, was a favorite gift book a generation ago, and several of the pieces it contained are never omitted from any extended religious anthology.

Of a sensitive nature and a remarkably retiring disposition, he at the same time possessed a knowledge of human nature and a persistency that enabled him to secure for the college by personal solicitation over \$70,000, largely from a denomination that had distrusted its management. Failing health led him to retire from the duties of his professorship in 1867. His active mind, however, continued its work, his last book, *Absolute Religion*, appearing after his death. This occurred in New York City April 2, 1872. With him the college lost a man who was "prolific in plans, exhaustless in expedients, in effort unwearied, as versatile and many sided as Ulysses," and who united in his person the characteristics of a poet and a philosopher, a philanthropist and a mystic.

After Professor Cleaveland came to devote himself to the natural sciences, the instruction in mathematics fell largely to the tutors and consisted mainly in the pupils studying the prescribed lesson in the text-book, Webber's *Mathematics*, and subsequently repeating it.

Occasionally a practical exercise in surveying was given. In geometry each student had a manuscript in which he drew the figures and which he used in demonstrating. In algebra problems were worked out on a slate and the result explained at the teacher's side. In a crowded recitation room it sometimes happened that correct answers followed incorrect processes. "How did you get that result?" a tutor once asked a Bowdoin sophomore, who afterwards became President of the United States, "From Stowe's slate," was the frank reply. In 1824 Tutor William Smyth, a graduate of two years' standing and fresh from a year of theological study at Andover, introduced with his sophomores in algebra the use of the blackboard. This novel experiment, as it then seemed, was a great success. The enthusiasm the young teacher awakened is indicated by the fact that a class which had completed the subject petitioned for a review of it under the new method. The following year Mr. Smyth, abandoning his first love, Greek, in which he had won some distinction, accepted the professorship of mathematics and began his long occupancy of that chair, terminated only by his death in 1868. With characteristic zeal and earnestness he gave himself to the mastery of the science. His active mind and unusual power of concentration enabled him to read Laplace's *Mécanique Celeste* at the close of days of vexatious drudgery. His manuscripts with carefully elaborated formulas show that he not only read but mastered.

Under circumstances that would have deterred one of less indomitable will, he prepared his well-known series of mathematical textbooks. His first essay was a small work on plane trigonometry, for which a local engraver prepared the blocks for striking off the diagrams. His algebra appeared in 1830. It received warm consideration from Dr. Bowditch and was adopted as a text-book at Harvard and at other institutions. After passing through several editions it gave place to two separate works, an elementary algebra and a college text-book. In 1834 the *Elements of Algebra* were made one of the requirements for admission. Two years later he published an enlarged edition of his trigonometry, with the applications of the science to surveying and navigation. His treatise on analytic geometry was issued in the same year, and in 1854 his *Elements of the Differential and Integral Calculus*. The last-mentioned work evinced no little originality. It received emphatic approval in high quarters, especially from the late Professor Bache. In addition to his mathematical instruction, Professor Smyth gave lectures on natural philosophy, and, toward the close of his professorship, on astronomy.

With all his college work he found time to labor earnestly for public interests and in social reforms. The public schools of the town were graded and suitable buildings erected for them largely through his exertions, while the church and parish found him a faithful and never-tiring laborer. He early joined the antislavery movement, met

hardship and even outrage in the advocacy of his views, and his home was for several years one of the stations on the "underground railway."

The professorship of modern languages was the last of the four new chairs established under President Allen. Instruction in French had been given as early as 1820 by a native, who was not awarded a place upon the faculty, though on one occasion, at least, the college treasurer assumed the payment of his fees. In September, 1825, the boards voted "that a professorship be established for the instruction of the junior and senior classes in the modern languages of Europe, particularly in French and Spanish, and that until a professor be elected the executive government make the best provision in their power at an expense not exceeding \$500." In connection with this vote is recorded the donation of \$1,000 from Mrs. Sarah (Bowdoin) Dearborn toward the endowment of the chair. The temporary provision was made by engaging Joseph Hale Abbot, of the class of 1822, who had pursued post-graduate studies at Cambridge, and was subsequently a successful teacher in Boston and recording secretary of the American Academy of Arts and Sciences.

The professor was informally selected at the same time in the person of a talented young man of the graduating class, whose literary ability was well known and, according to tradition, had recently forced itself upon the attention of a prominent trustee by the fine rendering of an ode of Horace. It was arranged that Henry W. Longfellow, after three or four years of study abroad—he was then a youth of 18—should fill the chair now known as the "Longfellow professorship." Upon this he entered in 1829. Of the character of his instruction, one who enjoyed it writes as follows:

He had secured a large place for his department in the curriculum and he awakened great enthusiasm among the students. In studying French we used a grammar which he had himself prepared. In studying Italian we used a grammar in the French language, also prepared by the professor. His painstaking in preparing these grammars was one of the many indications of his enthusiasm in his teaching. But he did not confine himself to linguistic teaching. He aimed to open to us the literature of these languages, especially the French, and to arouse us to interest in them. In addition to the recitations already mentioned he gave a course of lectures on French literature. They were given in the chapel to all the students who chose to attend. I remember these lectures as highly elaborated and in their style highly finished and polished. Under his teaching we were able to gain a knowledge of these languages which it was easy to retain and complete after graduation so as to use them through life in the study of their respective literatures. But he did not attempt to teach us to converse in them. His literary attainments, spirit, and enthusiasm did not fail to exert an inspiring and refining influence on those thus associated with him through four years.

Of Mr. Longfellow's own view of his work, the following extracts from his inaugural address, delivered August 17, 1830, but never, the writer believes, printed, give an interesting glimpse:

When a man's duty and his inclination go hand in hand surely he has no small reason to rejoice, no feeble stimulus to act. The truth of this I feel. I regard



the profession of a teacher in a far more noble and elevated point of view than many do. I can not help believing that he who bends in a right direction the pliant disposition of the young, and trains up the ductile mind to a vigorous and healthy growth, does something for the welfare of his country and something for the great interests of humanity. \* \* \* I can not regard the study of a language as the pastime of a listless hour. To trace the progress of the human mind through the progressive development of language, to learn how other nations thought, and felt, and spake, to enrich the understanding by opening upon it new sources of knowledge \* \* \* these are objects worthy the exertion their attainment demands at our hands. The mere acquisition of a language, then, is not the ultimate object; it is a means to be employed in the acquisition of something which lies beyond. I should therefore deem my duty but half performed were I to limit my exertions to the narrow bounds of grammatical rules; nay, that I had done little for the intellectual culture of a pupil when I had merely put an instrument into his hands without explaining to him its most important uses. It is little to point one to the portals of the magic gardens and the enchanted halls of learning, and to teach him certain cabalistic words at whose utterance the golden hinges of its gates shall turn; he must be led through the glittering halls and fragrant bowers and shown where the richest treasures lie and where the clearest fountains spring. And it will be my aim not only to teach the turns and idioms of a language, but according to my ability, and as soon as time and circumstances shall permit, to direct the student in his researches into the literature of those nations whose languages he is studying.

It is believed that, under Professor Longfellow, Bowdoin was the first New England college to give that prominence to modern languages as a part of the required course which has since become so general. The appointment of Professor Ticknor at Harvard antedates his by some dozen years, but the duties assigned to the former in the work of instruction were far less. At this period at Yale, teachers in French and Spanish were recommended by the faculty, but the students paid extra fees for such instruction; the study of modern languages was not required for a degree. After his resignation in 1835 to accept the similar chair at Harvard the character and traditions of the professorship were worthily maintained for nearly twenty years by Daniel Raynes Goodwin, afterwards provost of the University of Pennsylvania, who, like Mr. Longfellow, had prepared himself for his duties by residence and study abroad.

The academic faculty which President Allen gathered around him, with the two exceptions already noted, continued to be the teaching force for two score years. The services of these five men, Cleaveland, Newman, Smyth, Packard, and Upham, continuing on an average upward of forty-five years, together with their marked personality, gave a peculiar individuality to the institution for the first half of its existence. They were during this time young men and they worked hard. Their labors seem to have kindled a personal love for the institution, and instead of seeking or accepting positions elsewhere they were anxious to increase its facilities and advantages even at the cost of personal sacrifice. The way in which six men did the work that now occupies twelve college instructors may be seen by an exam-



ination of the annual reports made to the visiting committee of the boards. These reports for 1833 are as far as possible put in tabular form, the recommendations or explanations of each professor being placed below. It should be noted that Professor Newman had charge of the chapel services in the absence of President Allen, and that Professor Longfellow was college librarian, a position requiring his attendance at the library from 12 to 1 each day. Both he and Professor Packard gave occasional lectures on classical literature and the literature of the Middle Ages, not mentioned in their reports, for which probably some regular recitation was omitted. The average length of the three terms was a trifle over twelve weeks.

#### DEPARTMENT OF NATURAL SCIENCE AND PHILOSOPHY.

[PARKER CLEAVELAND.]

*First term.*—Seniors: 74 recitations astronomy and spherical trigonometry, including nautical astronomy, with exercises on globes, tellurion, and other apparatus.

*Second term.*—Seniors: 74 recitations chemistry. Seniors, juniors, and medical class: 62 lectures chemistry.

*Third term.*—Seniors: 49 recitations natural history, 41 lectures mineralogy and geology, 33 lectures natural philosophy.

As all of my lectures and a large proportion of my recitations are accompanied by the use of apparatus or specimens or by experiments, much time is necessarily spent in preparatory labor, and all the lectures require no small degree of subsequent labor in taking care of apparatus and materials used in experiments. The time actually spent in the lecture and recitation rooms directly connected with the business of instruction during each year averages five hours for every day of term time. This is exclusive of all time spent in study and writing lectures. My duties as secretary and librarian of the medical school employ much additional time not included in the above. The only suggestion I have to make at this time, in reference to my department, is an additional course of lectures upon the application of chemistry and natural philosophy to the useful arts. This I am ready to give whenever time can be found and the necessary models obtained by the college.

#### DEPARTMENT OF RHETORIC, ORATORY, AND POLITICAL ECONOMY.

[SAMUEL P. NEWMAN.]

*First term.*—Seniors: 120 themes, of which 80 are corrected and returned. Juniors: 300 themes, of which 250 are corrected and returned. Sophomores: 330 translations, all corrected and returned. Private declamations every Friday in two divisions. College public declamations every Wednesday afternoon.

*Second term.*—Seniors, juniors, and sophomores: Themes and declamations the same as first term; also seniors, 74 recitations political economy.

*Third term.*—Juniors and sophomores: Themes and declamations as first term. Sophomores: 36 recitations rhetoric. Freshmen: 72 exercises elocution.

The increased number in our classes has made the duties in the department of rhetoric so arduous that I find it difficult to attend to the exercises of the seniors in political economy during the second term. We need very much some means of warming the chapel during the winter, that declamations may be attended with comfort and safety.

## DEPARTMENT OF MENTAL AND MORAL PHILOSOPHY.

[THOMAS C. UPHAM.]

*First term.*—Seniors: 62 recitations Stewart's Philosophy, 48 recitations Vattel's Law of Nations. Forensics. Freshmen (with Professor Longfellow): 72 recitations Livy.

*Second term.*—Seniors: Hebrew division, 48 recitations. Forensics. Juniors: 62 recitations Upham's Mental Philosophy. Freshmen: 72 recitations Livy and Adams's Roman Antiquities.

*Third term.*—Seniors: 20 recitations Butler's Analogy. Hebrew division, 40 recitations. Juniors: 30 recitations Upham's Mental Philosophy, 30 recitations Rawle's Constitution of United States. Freshmen: 36 recitations Latin, 36 recitations Hedge's Logic.

## DEPARTMENT OF ANCIENT LANGUAGES.

[ALPHEUS S. PACKARD.]

*First term.*—Juniors: 48 recitations Juvenal. Greek division, 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek historians (frequently in two divisions).

*Second term.*—Seniors (Latin division): 48 recitations Virgil. Juniors: 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek.

*Third term.*—Juniors: 24 recitations Greek. Sophomores: 36 recitations Greek and Latin. Freshmen: 72 recitations Greek. Elective class: 18 recitations Latin.

It should be stated as a circumstance particularly worthy of notice that when our classes exceed 25 in number it is difficult to do them justice in a recitation. It would therefore be very desirable that the number of instructors in the department should be such that the classes could always be heard in divisions. One recitation each day of the freshman class in Latin has always been heard by Professor Upham. This should be added as belonging to my department.

## DEPARTMENT OF MATHEMATICS.

[WILLIAM SMYTH.]

*First term.*—Juniors: 72 recitations mechanics. Sophomores: 72 recitations plane trigonometry. Freshmen: 60 recitations algebra.

*Second term.*—Juniors: 72 recitations electricity, magnetism, and optics. Sophomores: 72 recitations surveying and navigation. Freshmen: 60 recitations algebra.

*Third term.*—Juniors: 72 recitations calculus. Sophomores: 72 recitations projections and leveling. Freshmen: 60 recitations geometry.

The sophomores and freshmen are heard for a part of the year in two divisions each, making on the whole an average of four recitations a day for the year. In the spring and summer terms a portion of the time is devoted to practical operations in surveying, leveling, etc., in the field. On the present system of instruction not more than 20 students can be heard with advantage at a recitation. Should the number of students increase so as to amount to 40 in a class, in order to maintain our present standard some assistance in my department will be absolutely necessary. My time thus far has been very much occupied with the mere details of recitations. I am desirous of assistance in order that I may have leisure to complete a course of text-books in the department of mathematics, and to prepare a full course of lectures on mechanics and kindred branches of instruction committed to my care. I shall commence the course the ensuing year with some lec-

tures on the steam engine and its more important applications as a moving power, on which account I am very desirous that the engine to which the attention of the committee has been directed should be purchased for the college. (This engine was the work of a student of remarkable mechanical ability, who has since greatly distinguished himself in other fields, Rev. Cyrus Hamlin, D. D.) It would be an essential advantage to the progress of students in my department if a portion of algebra should be required for admission into college. I recommend that the first seven sections in the college text-book be added to the requirements. The portion recommended comprehends the operations of addition, subtraction, etc., and equations of the first degree.

#### DEPARTMENT OF MODERN LANGUAGES.

[HENRY W. LONGFELLOW.]

*First term.*—Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

*Second term.*—Seniors: 48 recitations German division, 48 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

*Third term.*—Seniors: 32 recitations German division, 32 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

President Allen's administration, which opened with a distinct advance in the character of the institution and the number of its pupils, was clouded toward the end of its first decade by his personal unpopularity with a majority of the boards, and by what some considered impolitic measures taken to secure his removal. His stately and reserved bearing concealed a warm and generous heart, but few realized this save the circle of his intimate friends. His manners were those of his own college days—when President Willard had but to show himself in the college yard and students and tutors alike kept their heads uncovered till he was out of sight. With this outward coldness of demeanor was combined a firm and inflexible will, which never courted popularity and never won it. This fact coupled with political and denominational jealousies led to a singular piece of special legislation. In March, 1831, a law was enacted providing "that no person now holding the office of president in any college in this State shall hold said office beyond the day of the next commencement, unless he shall be reelected. No person shall be elected or reelected to the office of president unless he shall receive in each board two-thirds of all the votes given on the question of his election." It was not concealed by the advocates of this measure that their sole desire was to remove Dr. Allen from the position which he had been appointed to hold "during good behavior." At the next meeting of the trustees, of 17 votes cast for president, Dr. Allen had 7. It was manifestly impossible under the law to choose his successor, and overtures were made to him that he should be reelected and then resign. He refused to consider this proposition and prepared to bring the legality of the act of the legislature before the courts. He removed his family to Newburyport, Mass., and as a resident of another State began an action in the United States circuit court against the college treasurer



for his salary and fees. The case was argued before Judge Story in May, 1833, Hon. Simon Greenleaf appearing for the plaintiff, and Hon. Stephen Longfellow for the college treasurer. The decision of Judge Story not only reinstated Dr. Allen in his office, but restored the institution to the independent position secured it by the article in the act of separation under which Maine became a new State. The decision was largely influenced by the more famous Dartmouth College case of 1817; and it is a curious coincidence that the same principle of law that removed President Allen from the short-lived Dartmouth University should have a few years later restored him to his position at the head of another institution.

As to its effect upon their membership the two boards viewed Judge Story's decision in different lights. The overseers resolved that an appointment under the act of 1821 gave no right to a seat in their body; that certain subsequent elections were invalid, and that only 40 persons were now lawfully members, and that there were 5 vacancies. The trustees, on the other hand, disregarded this portion of the decision as extrajudicial, and although it was tacitly understood that no new elections should be made, it was twelve years before by death and resignation their number was reduced to the 13 provided for in the charter, and over forty years before the last trustee appointed by Governor King ceased to meet with the board.

President Allen returned to his college duties with much of the favor that accompanies a firm and successful defense of one's rights. The prejudice against him among influential members of the boards, however, continued as strong as ever. Unfortunately, too, within a few years his inflexibility and impassiveness made him unpopular among the student body to a degree that rendered his position unpleasant. In deference to the opinion of friends, who believed that this twofold antagonism was prejudicial to the interests of the college, he tendered his resignation in 1838, to take effect the following year. He retired to a life of literary activity at Northampton, Mass., where his declining years were spent in well-earned repose. His death occurred July 16, 1868.

The clouds that obscured its close having passed away, it is now possible to see the progress the college made during his administration. While the ridiculous system still prevailed at leading New England colleges of intrusting the entire work of a class to one tutor for one term, to another for the second, and so on, he adopted the departmental idea of instruction, and placed each department in the charge of an experienced teacher. To the popular demand for a practical education and for a curtailment of the time given the classics, a demand then at one of its periodic seasons of prominence, he made the best possible answer in the establishment of a medical school, in the addition of modern languages to the curriculum, and in improved methods of teaching Greek and Latin. During the preceding five



years the average number of academic students had been 50; during his administration it was 130. The subsequent career of many in these 19 classes must have been a source of pride to the president who gave them their diplomas, for they gave to literature Hawthorne and Longfellow, besides lesser luminaries like the Abbotts and the Cheevers; to theology, Henry Boynton Smith and Samuel Harris; to medicine, Fordyce Barker; to law, John Appleton and Thomas Drummond; to political life, Franklin Pierce, William Pitt Fessenden, John P. Hale, and Sergeant S. Prentiss.

On February 17, 1836, Maine Hall was destroyed a second time by fire, a serious loss to the institution, following so soon the withdrawal of State aid. The land speculation of this period had enabled the college to dispose of its remaining townships at a good price, but the financial depression that followed seriously affected the productiveness of its funds, which were largely invested in bank stocks. The financial outlook was dark when in 1838 the trustees elected Prof. Chauncey A. Goodrich, of Yale, as president. The prospect was not brightened when the overseers rejected this selection of one so prominent in educational circles, nor, in the following spring, when they also declined to ratify the choice of William G. Goddard, professor of mental and moral philosophy at Brown University.

#### PRESIDENT WOODS'S ADMINISTRATION.

The third selection of the trustees, which was promptly ratified by the overseers, was Leonard Woods, jr., professor of biblical literature in Bangor Theological Seminary. The son of an influential theologian, a graduate in 1827 of Union College, where he attained the maximum mark in every study, and in 1830 of Andover Theological Seminary, where subsequently as a teacher he had held the interest of a class reciting in the same subject alternately to him and Prof. Edward Robinson; the translator and annotator of a German theological work of over 1,200 pages, which was widely used as a text-book and reprinted in Great Britain; the editor of a periodical noted alike for independence and ability; a preacher, the charm of whose sermons elicited from his most cultured listeners praise that seems almost extravagant; a conversationalist of rare natural powers, increased by a wide range of reading; this young man of 31 led all who knew him to anticipate a brilliant career both for him and the college under his direction. He came to the work with a willing spirit, asking that a larger amount of teaching than had been usual should be assigned him, and with a high ideal of what a college president should be.

Allusion can here be made only to those traits of President Woods's character that appeared prominently in his administration. There had naturally been some disorder at the close of Dr. Allen's presidency. The new president called to his study, one after another, those who were believed to be leaders in the disturbances. "They went

with surprise, for they believed 'all the old scores wiped off and there had been no time to run up new ones.' There was nothing said about old scores or new ones. The president met them with that kind and graceful courtesy that was peculiar to him. He talked to them of the opportunities of college life, and made them feel, as though it had been their thought rather than his, the obligation that such opportunities impose. This simple conversation, held with one as he sat with him in his study, with another as he walked with him among the pines, was sufficient to transform these young men. He saved them to themselves, to the college, and to the world. One of them, not only as a minister of the church, brought like aid to many a wandering soul, but became in a special manner the helper of the president in the work of rescuing from entanglement in evil courses the young men who were tempted as he had been."<sup>a</sup>

This was President Woods's method. In the ordinary college discipline of that day he placed small dependence. Believing that in every young man's heart there is a principle of honor that can be fully trusted, if once aroused, he had little faith in other means of securing obedience and attention to college duties. So happy were the results of this personal intercourse with this gifted man that one who knew him and the college well does not hesitate to write:

Bowdoin College offered means of education in this respect unequalled in the country. Students found themselves at once in the presence of a culture that might have been the product of the best universities and the most polished courts of the Old World. They received from their president an influence such as men go abroad to seek, such as breathes in the aisles of old cathedrals. They learned from him what reverence means and loyalty. They learned that society is not a mere human invention.

At the same time his colleagues and the public were not always content with methods and efforts that seemed to give a major share of attention to the bad boys, while the good ones were allowed to govern themselves. College students did not cease to be human, and according as one looked at what passed unpunished or at what was entirely prevented was he inclined to blame or praise the policy that directed the college discipline for over a quarter of a century.

In 1840, following a desire expressed on the acceptance of his appointment, President Woods went abroad for a year to study the educational methods and institutions of the Old World. He went with a bias toward mediævalism that was a source of wonder to those who knew him as a lover as well as a descendant of Puritan divines. An extract from a letter written at Oxford, where he met with Pusey, Newman, and other leaders in the tractarian movement, will explain in part why it was sometimes asked if he were not at heart a Catholic:

All my prepossessions in favor of the English system of education have been justified after the most minute inspection. The studies are not more extensive or more thorough than with us, but there is here a magnificence of architecture, an

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<sup>a</sup> Address on Leonard Woods by Charles Carroll Everett.

assemblage of paintings, statues, gardens, and walks; above all a solemnity and grandeur of religious worship which does more to elevate the taste and purify the character than the whole encyclopedia of knowledge. In each one of the 20 colleges here there is a chapel, the poorest of which surpasses the richest I have ever seen in America. And the service daily performed within them is congruous to the place. In several of them it is performed by 8 chaplains and 16 choristers, robed in white, who are all supported by the foundations, and by whom, day by day and year after year, God is magnified in strains delivered down from the primitive church, if not the very strains of David himself. The effect produced by this service thus performed is inconceivably great, especially upon the young men here.<sup>a</sup>

Shortly after his return President Woods learned of the death in England, where he had long resided, of Mr. James Temple Bowdoin, on whom had been entailed valuable real estate in Massachusetts by the will of Hon. James Bowdoin. Inquiry led him to believe that the patron of the college, a strong Jeffersonian Democrat, never intended or desired that any of his property should go to a British subject, and his study of the law of contingent remainders convinced him that the college could justly advance its claims as residuary legatee. After consultation with eminent lawyers, he had this course pursued, in spite of the pooh-poohing of some of the trustees, themselves jurists of eminence, and the popular disapproval in Boston of the steps taken to bring the case before the courts. The case, however, was not tried. A compromise was proposed by the heirs of Mr. Temple Bowdoin, and in accordance with its terms a net sum of \$31,696 was received by the college.

This increase of funds led to the erection of a long-needed building, a new college chapel. The old wooden chapel, which had also for forty years been called on to house the library, was not in accord with the needs or the dignity of the institution. The new structure, though it bears the name of Governor King, is in reality a memorial of President Woods. Its cost was largely defrayed by money that his skill and persistency had secured. His views were carried out by the architect in the style of the exterior as well as the arrangement of the interior. "We believe" said the many, "that meeting houses should be constructed according to the laws of acoustics." "I believe," said President Woods, "that a church should be erected according to the laws of optics." The dream of his youth, of a structure "eloquently building into itself the expressive cross and lifting up its spires to heaven as accompaniments of the prayers rising from it morning and evening, day and night," was realized in his middle age on the Bowdoin campus. The influence of this chapel during the last fifty years upon the students who have gathered within its walls has been as real as it has been silent.

The building is in the round arched Romanesque style, and built of granite quarried within the town. Its façade is strongly marked by

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<sup>a</sup> Life and character of Leonard Woods, D. D., by Edwards A. Park, page 44.



twin towers whose spires rise to a height of 120 feet. The main walls, which equal in length the height of the towers, shut off the nave, which forms the chapel proper, from the aisles. These are thus made into separate rooms, and, with the choir in the rear, make a home for the library. The transepts break the long reach of the low roof of the aisles, and afford entrance and office rooms. It is the nave, or the chapel proper, which illustrates most clearly President Woods's aesthetic ideas. On passing through the vestibule one finds himself in a broad aisle, on either side of which are five forms running lengthwise, with three rows of seats, each behind and above the other like the choir seats in a cathedral. These are occupied by the students, the lower classes sitting nearer the entrance, while members of the faculty occupy the seats between the forms or on the platform, which occupies the entire end of the room. High above this platform is the gallery, which affords admission to the room recently used for the art collections, and the entrance to which is so arranged that the large circular window of stained glass at the east end pours a flood of light into the chapel in the morning. Directly opposite is the organ loft, with a gallery for the choir and a beautiful organ, the gift of a recent graduate. The woodwork, all of black walnut, has designs in relief in harmony with architecture of the building. Where the wainscoting ends the smooth walls rise nearly forty feet before they are broken by the clerestory windows. The space thus obtained is, by decorative frescoing, cast into 12 large panels for as many paintings. The panels on the north side are all filled by scenes illustrative of New Testament history,<sup>a</sup> and three of those on the opposite side set forth the Contest between St. Michael and the Dragon, after Raphael, by Otto; Adam and Eve, after Flandrin, by Vinton; and, the Giving of the Law, by Lathrop. The three by Mr. Lathrop are done in distemper, the others in oil, that by Mr. Vinton being on canvas and glued to the wall. Above the pictures are 14 round-arched windows of stained glass, which, with those in the façade, give a dim, religious light. The ceiling, which is open to the roof, is painted blue, with golden stars.

Illustrative of how beauty rather than utility was sought by the architect is the traditional story that the first arrangement of the shelving, an arrangement appropriate to a chapter house, did not afford sufficient room for the books already possessed by the college, and the inconvenient galleries were constructed to obviate the defect.

President Woods's absence in Europe and Professor Newman's resignation led to the employment again in 1840 of tutors. At least two of these should be mentioned, Henry Boynton Smith, a graduate of

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<sup>a</sup> The Annunciation, after Jalabert, the Adoration of the Magi, after Cornelius, by Mueller; the Baptism, the Transfiguration, after Raphael, by Lathrop; Peter and John healing the Cripple, Paul on Mars Hill, both from Raphael's cartoons, by Mueller.



1834, who, fresh from studies in Germany, took the instruction that would naturally fall to the president, and whose subsequent career as a teacher and theologian at Amherst and Union Theological Seminary indicate the quality of his work; and Henry H. Boody, who subsequently became a permanent member of the faculty, occupying the chair of rhetoric and oratory until 1854.

New England colleges, with hardly an exception, have been denominational. An annual deficit of nearly \$2,000 at the beginning of this administration, occurring in the face of the strictest economy, showed the necessity of an increased endowment. Efforts in this direction were made by several of the professors during one of the vacations. They naturally went to the denomination to which they and the various presidents of the college had belonged. Their appeal met with the reply, "We do not know whether Bowdoin College is a Congregational or a Unitarian institution. It is ours by its history, but a majority of its trustees differ from us in doctrinal belief and in ecclesiastical affiliations." Under these circumstances the following declaration was drawn up and signed by 11 trustees (all but 3) and by 34 overseers (all but 9).

#### DECLARATION.

Whereas it has been deemed desirable by some of the friends of Bowdoin College that its position in relation to the religious instruction which shall be given in the college, and in regard to the denominational character which it shall profess, should be clearly understood, and also that some reasonable assurance of its future policy should be furnished to those who are disposed to contribute to its support: Now, the undersigned, members of the trustees and overseers of the college, do hereby declare—

First. That they regard it as a permanent principle in the administration of the college that science and literature are not to be separated from morals and religion. Against such a separation the charter of the college has guarded, by requiring that its funds shall be appropriated, not only for improvement in the "liberal arts and sciences," but also in "such a manner as shall most effectually promote virtue and piety."

Second. That they are of opinion this object can be most fully accomplished, and at the same time the pecuniary ability of the college increased, by a known and established denominational character and position, whereby the college may be entitled to appeal for support to some particular portion of the community, by whom the corresponding obligation to afford it is recognized.

Third. That although there is nothing expressly said in the college charter which requires it to have any particular denominational position, yet from its foundation it has been and still is of the Orthodox Congregational denomination, as indicated by the state of the religious community in Maine when the college was established, by the religious instruction which has heretofore been given, and by the opinions of its former and present presidents and of a large portion of those who have been engaged in its government and instruction.

Fourth. That they consider any attempt to modify or change the character which it has so long maintained unwise and inexpedient, and they have no purpose or expectation of making such an attempt.

Fifth. That in their opinion the boards of trustees and overseers and the academic faculty should be composed of those who are competent and willing to perform

their respective duties in a manner not to impair or restrain, or in any degree conflict with, the moral and religious instruction which is designed to be given in the college, in harmony with its denominational character as herein defined, care being taken that such instruction be given by officers of that religious faith.

Sixth. That although no purpose or expectation is entertained of attempting any change in the character of the college in the foregoing particulars, yet if, in the progress of opinions and events, it shall result that the "liberal arts and sciences, virtue and piety" can be more successfully advanced by some modification or changes, nothing herein expressed is to be understood as forbidding the trustees and overseers of that day from adopting such measures as shall best promote the ends of the college and the advancement of religion and knowledge, a proper regard being always had to the circumstances and motives which induced this declaration.

Seventh. The undersigned make this declaration as a basis of action, in the expectation and hope that it will secure the highest results of literature and piety, and that it will not only furnish a basis for pecuniary aid, but will also effect a conciliation of different views and interests, and thus present the college in the most favorable and satisfactory light before the public.

With this statement the Congregationalists of Maine and Massachusetts were again appealed to by Professor Upham, who acted as soliciting agent, and over \$70,000 was secured. A portion of this, by the desire of the donors, was devoted to the foundation of the Collins Professorship of Natural and Revealed Religion. This professorship was the result of a belief on the part of several friends of the college that the time and thought of one man could well be given to the direct work of moral and religious instruction outside of the organized course of study. The provisions of its tenancy are so different from those of the ordinary professorship that it seems proper to give them in full.

To increase the usefulness of the instruction at Bowdoin College it is proposed that a fund should be raised to found a professorship of theology, to be subject to the regulations stated on this paper as the elementary and essential principles of the foundation.

1. The interest on the amount subscribed and paid for that purpose shall accumulate until the fund shall amount to at least \$15,000, when, or as soon thereafter as the interest accruing annually shall amount to \$1,000, a professor shall be elected and supported from the interest or income of the fund.

2. The professor shall at all times be selected from ministers or ordained clergymen in regular standing of the Trinitarian Orthodox Congregational denomination of Christians.

3. The professor shall not be a member of the executive government of the college, nor be required or allowed to communicate any knowledge of the character, opinions, or conduct of any student of the college obtained by intercourse or conversation with the students.

4. It shall be his duty to endeavor to cultivate and maintain a familiar intercourse with the students, and to visit and converse with them at their chambers, and by conversation, as well as by more formal teaching and preaching, to impress upon their minds the truths of the gospel of our Lord Jesus Christ, their suitability to promote the happiness of the present life, and the necessity that they should be cordially embraced to secure the happiness of a future and endless life.

5. The trustees and overseers of the college may regulate the manner in which these duties shall be performed, and may prescribe other duties to be performed,

including ordinary instruction in the college; but may not do this so as to prevent the performance of the duties enjoined, or so as to cause the professor to teach or conduct in any manner inconsistent with the faithful performance of those duties.

The chair was held by a succession of distinguished men, whose labors were productive of much good. The first was Calvin E. Stowe, a graduate of the class of 1824, who resigned in 1852 to accept a professorship at Andover Theological Seminary. He was succeeded by Roswell Dwight Hitchcock, well known from his subsequent connection with Union Theological Seminary. Egbert C. Smyth then held the position for seven years, till he also was drawn away to Andover Hill. The venerated Alpheus S. Packard discharged its duties during the last twenty years of his long life. The income having been for some time insufficient to pay the salary of such a man as the position demands, the college has been compelled to dispense with a portion of the duties and to add the others to the department of Greek. The scope of this professorship is best shown by the adjoined report to the visiting committee of the second occupant of the chair:

The undersigned, Collins professor of natural and revealed religion, begs leave to make report of the diversified and somewhat peculiar labors of his office, as follows:

First of all, his care is to make the particular acquaintance of each individual student as he enters upon his college course, gaining, if possible, his confidence, that he may learn his character, and adopt the wisest measures for the mental and moral advancement of each and of all. To this end, the students are invited to his house; called upon, so far as practicable, at their rooms, and in every way encouraged to make him their friend and adviser. These endeavors, he desires to say, have met with the kindest and most generous appreciation on the part of the students, whose bearing toward himself has been everything that could be asked.

During the whole of the fall, and a part of the spring term, he has had the freshmen three recitations a week in Paley's Natural Theology, connecting with these recitations near the beginning of the collegiate year a short series of practical lectures on such topics as health, study, manners, and morals. With the sophomore class, a few weeks in the spring term were devoted to the reading of Cicero's treatise *De Contemnenda Morte*. With the juniors, Alexander's Moral Science, assigned to the summer term, and last year gone through with, has this year been omitted on account of the shortening of the term.

On Saturday evenings, once a fortnight, religious lectures have been delivered, the attendance upon which, though voluntary, has been as large as the dimensions of the lecture room have been allowed to accommodate. And finally, on the Sabbath, in the village church, where a large majority of the students worship, some ten or twelve discourses have been delivered, with special reference, in most cases, to the peculiar circumstances and wants of a community like this of ours.

In all of which labors, so entirely congenial to his own tastes, the undersigned has enjoyed the heartiest sympathy and cooperation of the president and other officers of the college, to whom he feels himself largely indebted for that measure of success and comfort with which he has been enabled to pursue his work. He entreats now only the continued and increasing favor of the friends and patrons of the college, and, above all, the blessing of Heaven, without which no enterprise can prosper, either for the life that now is, or for that life which is to come.

All of which is most respectfully submitted.

ROSWELL D. HITCHCOCK.



The definite avowal of the denominational character of the college aroused much feeling on the part of a few earnest and active friends of the institution, several of them on its board of trustees, who did not agree with the majority of their colleagues either as to the facts stated or as to the course pursued. They held that the institution was founded by the State; that differences in theological matters had not then divided the churches of the State; and that the principal benefactor, and perhaps the first president, belonged to the liberal wing, and in this century would not stand with the "Orthodox Congregationalists." The trustees holding these views felt that the declaration debarred the college from choosing aught less than a Congregationalist as president and as theological professor, but that it did not call upon them to fill all vacancies in their board from this denomination. This view was antagonized at the time by a majority of the board of overseers, and one or two elections to the upper board were vetoed by the lower. Finally a prominent layman in the Baptist denomination was chosen as a compromise. Subsequently two Congregational clergymen were elected, and since that period a majority of the members have belonged to that denomination, although pains have been taken to have the body represent other Protestant denominations. Subsequent gifts have been conditioned upon the denominational character of the college, which has not been questioned of late years. The question of whether any of the professors should hold views inconsistent with the religious teachings of this denomination also arose at this time, and cost the college the services of at least one honored son, who has since gained fame for himself as well as for her at a larger institution. President Woods held the view now so generally adopted, and for a score of years followed at Bowdoin, "that a man's fitness to teach any branch of secular learning does not depend on his theological belief."

In 1852 the college celebrated with much eclat the jubilee anniversary of the first commencement. Of the 7 members of the first class 3 were living and present, while nearly 500 of the 1,000 graduates also tendered their congratulations to alma mater in person. The anniversary exercises consisted of an address by Nehemiah Cleaveland, of the class of 1813, reviewing the history of the college with reference to its personnel; an address by Chief Justice Tenney on the same subject from the scholastic side; a poem by Rev. Ephraim Peabody, D. D., and the singing of an ode written for the occasion by Rev. Elijah Kellogg. At the anniversary dinner held in a temporary building erected for that purpose on the campus, Hon. George Evans presided, and among the speakers gracefully called upon Hon. Franklin Pierce as one of the two sons of Bowdoin upon whom the nation was about to impose the burden of leadership, the other reference being to Hon. John P. Hale, who was the candidate of the Free Soil party. The attendance of the public was probably greater than



at any subsequent commencement, with the possible exception of 1875, when Longfellow delivered his *Morituri Salutamur* at the reunion of his class. Three thousand persons are said to have sought admission to the church where the commencement exercises were held.

The restraint of narrow means, President Woods's conservatism, and that of the venerable professor of chemistry and mineralogy, kept the college from increasing the amount of natural history in the curriculum until early in the sixties. Prof. Paul A. Chadbourne, afterwards president of Williams College, succeeded Professor Cleaveland; and the foundation of the Josiah Little professorship of natural science enabled the college to add to its scientific staff a graduate of 1859, Cyrus Fogg Brackett, now at Princeton. The amount of time, however, devoted to science was not materially increased during this administration, which closed in 1866.

The president's reactionary views in political matters, made prominent by the events of the civil war, and, though not proclaimed, never disguised, led to so general a discontent as to hasten the resignation that he intended to offer on attaining his sixtieth year. He carried from the position the warm affections of hundreds of Bowdoin students. He had signed more diplomas than any of his predecessors. The graduates of these twenty-seven years include a chief justice of the United States Supreme Court, a judge of the circuit court, 5 judges of the State supreme court, 2 governors, 2 United States Senators, a Speaker of the National House of Representatives, 1 at least of the great war generals, and 18 others, whose gallantry gained them that title. The remaining years of President Woods's quiet life were given to historical studies. He died December 24, 1878.

#### PRESIDENT HARRIS'S ADMINISTRATION.

The fourth president of the college was chosen from the alumni. Samuel Harris, a member of the class of 1833, graduated at Andover Theological Seminary in 1838, and after two pastorates in Massachusetts was called to the chair of systematic theology at Bangor Seminary. The duties of this position he had discharged with marked success for twelve years when, in 1867, at the suggestion of the retiring president, he was chosen to fill the vacancy. His inaugural, on the necessity, the idea, and methods of college instruction, delivered at the following commencement, shows clearly the aims of his administration. The end of the college is "not to impart knowledge, but to strengthen and discipline the mind, to put the man in possession of himself, and to enable him with greatest facility to achieve the greatest and best results." It is the object of a college to make men. In respect to the popular demand for important changes in the course of study, he held that the natural sciences should reasonably receive

increased attention, not on utilitarian grounds, nor because of their intrinsic importance, but that the three great subjects of human thought, nature, man, and God, should be considered in due proportion.

The addition in 1868 of Prof. George L. Goodale, now director of the Harvard botanical garden, and two years later of Prof. E. S. Morse, to the corps of instructors in science, together with the requirement of laboratory work from the students, led to marked interest in that side of the curriculum. A fortnightly publication, known as the Bowdoin Scientific Review, was conducted by Professors Brackett and Goodale. Of the comparatively small number of graduates during this period, one-tenth have given themselves to scientific research. On the other side of the curriculum, also, marked changes resulted from the death or retirement of the older men. In the ancient languages, Prof. Jotham B. Sewall succeeded Professor Packard; in mathematics, Prof. Charles G. Rockwood, jr., now of Princeton, followed Professor Smyth. President Harris assumed the department of mental and moral philosophy. Of the character of his instruction hundreds of students can testify, and the public on both sides of the ocean are aware from his *Philosophical Basis of Theism and Self Revelation of God*. The responsibilities of the college presidency weighed heavily upon Dr. Harris, and he had a singular distrust of his personal qualifications to obtain the largely increased endowment necessary to a successful accomplishment of his plans. These two facts, with the tempting offer of a professorship of theology in Yale University, led him, in 1871, to resign a position he had held with honor to himself and advantage to the college.

#### PRESIDENT CHAMBERLAIN'S ADMINISTRATION.

The fifth president, like his predecessor, was chosen from the alumni of the institution. Gen. Joshua L. Chamberlain, a graduate of 1852, pursued a course of theological study at Bangor Seminary; on its completion was recalled to his alma mater as an instructor, and was a successful teacher in the department of modern languages and of rhetoric and oratory. Shortly after the outbreak of the war he received leave of absence, entered the Army, and served to the end of the contest with distinction. He was twice wounded, once so severely that its effects are still felt; was promoted by General Grant on the field of battle to be brigadier-general "for gallant conduct in leading his brigade in a charge;" had the honor to be assigned to receive the formal surrender of Lee's army at Appomattox Court-House, and left the Army with the brevet rank of major-general and the command of a division. After a brief service as acting president at the close of Dr. Woods's administration, he resigned his professorship to assume the office of governor of the State, to which he was chosen in 1866 and to which he was thrice reelected by large major-

ities. With great unanimity on the part of the boards and with the hearty approval of the friends of the college he was chosen to succeed Dr. Harris.

The difficulty of finding room in the prescribed curriculum for new sciences without an excessive abridgment of the time devoted to the classics, mathematics, and modern languages, together with the ever-recurring popular demand for the so-called practical studies, led to the establishment at the very beginning of President Chamberlain's administration of a scientific department parallel with but quite distinct from the classical department. The latter was expected to maintain the traditions of the past, while the new course met the needs of those who desired collegiate training as a prerequisite to business rather than professional pursuits. The curriculum in the high schools and academies of the State rendered impracticable an entrance requirement in modern languages or in natural science, and as Greek could not be demanded with consistency, admission to the scientific department, despite extra examinations in history and English, was for a year or two more easily obtained than to the classical department. A large increase, however, in the amount of Latin required soon shut off all applicants who had not pursued a three years' course of study in well-conducted high schools and academies. The courses in the scientific department were prescribed, and consisted in freshman year of French, mathematics, English and ancient history; in sophomore year of chemistry, mathematics, logic, botany, and mineralogy; in junior year of German, physics, zoology, physiology, and astronomy; in senior year of geology, mental and moral philosophy, political economy, constitutional and international law. Applied science was represented by a separate course made up of civil and mechanical engineering, combined with the above by the addition of drawing in place of the ancient history of freshman year and of the logic of the sophomore year and by the omission during the last two years of all save German, physics, and political economy. This course in engineering was from the first under the personal direction of Prof. George L. Vose, afterwards of the Massachusetts Institute of Technology, an admirable and thorough instructor, whose text-books and pupils alike testify to the character of the work he did at Bowdoin.

During the ten years in which the scientific department was maintained, about 30 per cent of those applying for admission to college entered it, and about one-fourth of the graduates for the same period received the degree of bachelor of science. Bowdoin College throughout its entire history has been largely dependent upon tuition charges to pay the salaries of instructors. The experience of ten years seemed to indicate that the demand for what this department afforded was not sufficient to warrant an institution with so few endowed chairs in a longer maintenance of it. On the one hand it had as competitor the



State Agricultural College with free tuition and lower requirements for admission, and on the other the Massachusetts Institute of Technology with resources in the way of appliances and laboratories which it could not equal.

The discontinuance of the scientific department was accompanied by a careful rearrangement of the college curriculum in which the principle of elective studies was frankly adopted, though with limitations as to number and position in the course. From as early as 1813 there had been optional studies. These were of two classes; first, those in which a choice between two was open to the student, as for instance between Greek and Calculus; and second, where supplemental courses were offered and pursued as extra studies. This modernized curriculum, though it has been repeatedly improved in its details by changes in the order, and by the addition of electives in the later years of the course, has proved to be a happy medium between the old routine of Latin, Greek, and mathematics, with mental philosophy and bits of natural science, and the university system of departmental or entirely elective studies.

The important part taken by the officers of volunteer forces during the late war led, as is known, to a widespread effort at its close to introduce both the military drill and the study of military tactics into the higher educational institutions of the country, and the Government was authorized to detail army officers for that purpose. Bowdoin enjoyed for ten years the services of officers under this system whose instruction in the recitation room was excellent and appreciated. The military drill, however, which was required during half the year was extremely unpopular with the students. At its introduction some needlessly expensive requirements as to dress were made, while the time required by it, somewhat over an hour a day, was felt to be as excessive as the exercise was irksome. The suspension of one or two students in the spring of 1874 for disrespect shown this part of the course led to one of those sudden college rebellions which possess an almost inexplicable power to carry into foolish and indefensible action not only excitable and wayward, but also ordinarily clear-headed and well-disposed young men. With comparatively few exceptions all the members of the three lower classes signed a compact not to drill again. Despite the representations and arguments of the faculty, they persisted in maintaining their obligation to keep this promise to their associates. Consequently far the greater part of the student body were sent to their homes, followed by a circular letter to their parents stating that each student must renew within ten days his matriculation pledge of obedience to all the regulations of college, including the performance of the military drill, on penalty of expulsion. This resulted in the return within the specified time of all save three or four. At the following commencement the boards,



not without some opposition, made the military drill elective with work in the gymnasium, and this arrangement continued until 1882, when instruction in military science was entirely discontinued.

This administration was marked by substantial additions to the college funds. Through the exertions of the president and others an alumni endowment fund of \$100,000 was raised. Mr. Henry Winkley, of Philadelphia, who became interested in the college solely through the work it was doing and gave without solicitation, liberally endowed the Latin professorship. Mrs. Valeria Stone, of Malden, Mass., endowed the chair of mental and moral philosophy. This professorship since its endowment has been held by Prof. George T. Ladd, now of Yale University, Prof. Gabriel Campbell, now of Dartmouth College, and by Rev. Dr. Samuel G. Brown, late president of Hamilton College. Its endowment also enabled President Chamberlain to give all his attention to instruction in political economy and constitutional law, the courses in which were more prominent and popular than ever before.

Shortly after the close of the civil war it was proposed to erect a memorial hall in memory of the Bowdoin students who had fallen in the struggle. This scheme enlisted the enthusiastic labor of Prof. William Smyth, who at his death, in 1868, had solicited for this purpose upward of \$30,000, mostly in small amounts, from the alumni. The exterior of the building was more expensive than was anticipated, costing nearly \$50,000. Its interior was completed in this administration through a further gift of \$25,000 from Mrs. Stone. The first floor contains a room for faculty meetings, a small hall, and two commodious recitation rooms. The second floor is given entirely to the memorial hall proper, a spacious audience room used for the public exercises of the college. The walls are hung with portraits of the presidents, benefactors, and distinguished graduates of the college. On bronze tablets on the east side are inscribed the names and rank of 289 Bowdoin students who fought for the Union. To understand the significance of this number it should be remembered that in 1864 the college had less than 1,200 living graduates.

Extensive commercial enterprises in which President Chamberlain had gradually become interested made such demands upon his time and energies that in 1883 he resigned the presidency, and though for two years longer the college enjoyed during a portion of the year his services as lecturer, his residence has been mainly in New York City. Two years elapsed before a new president was elected. The executive duties of the position were meanwhile discharged in part by Rev. Dr. Packard, but mainly by Prof. Henry L. Chapman, D. D., who was appointed dean of the faculty.



MEMORIAL HALL, BOWDOIN COLLEGE.



## PRESIDENT HYDE'S ADMINISTRATION.

In 1885 the boards unanimously chose to fill the existing vacancy William De Witt Hyde, then a young man of 26. A native of Winchendon, Mass., he pursued his preparatory course at Phillips Exeter Academy and graduated with high honors at Harvard in 1879. He at once entered upon the study of theology, spent one year at Union Theological Seminary and completed the course at Andover Theological Seminary. He had given much attention to philosophy, being one of the founders of the Harvard Philosophical Club, and he spent the academic year 1882-83 in advanced study in that and kindred subjects at Andover and Cambridge. He came to Brunswick from a successful pastorate of two years over the Congregational Church at Paterson, N. J. It had been thought desirable that the instruction in mental and moral philosophy should be in the hands of the president, and the ability and insight Dr. Hyde had displayed in that department doubtless influenced the trustees in their choice. Their confidence was well placed. The courses conducted by him, though acknowledged as difficult, are reckoned among the popular studies of the curriculum. The interest aroused is attested by the voluntary formation of a club of undergraduates for the further study of the problems brought to their attention.

President Hyde's administration of the college has been wise and progressive. He is a firm believer in the mission of the small college and has labored efficiently to make Bowdoin a model of that class of institutions. Friends, some of them appearing in unexpected quarters, have bestowed of their wealth, and the burden of poverty that has in the past hampered all efforts for improvement and extension has been materially lightened. The benefactions received since 1885 amount to \$200,000, one half being from the Fayerweather estate, and double this sum will probably accrue to the college from the estate of Mrs. Catharine M. Garcelon, of Oakland, Cal. The policy which he has pursued may best be set forth in his own words, as given in an article in the *Educational Review* of November, 1891:

There are two fundamental lines of scholarly interest and two corresponding types of mind, the literary and the scientific. The college should, by its required courses, insure to every student an acquaintance with the first principles in both these fundamental lines of study. The college may wisely require of its candidates for a degree ability to read both French and German, to write correct English, the elements of political and economical science, psychology, and ethics on the side of literature and life of man; and higher algebra, geometry and trigonometry, and the elements of chemistry, physics, and biology on the side of mathematics and physical science. For the remaining half of the course sufficient electives should be offered to allow concentration on either literary or scientific studies, according to the taste and interest of the individual student. The chief business of the college is to train young men for active life, and a good proportion of a college faculty should be men who have gained maturity of character through experience in the great school of life; men who have studied a



profession, or interested themselves in some practical social problem, or have traveled extensively, or have edited a paper or delivered lectures, and at the same time have kept alive and fresh their scholarly pursuits and aims. In the college professor the man must be more than the scholar, if both he and his department are to gain the highest respect of his students. Still, in order to fulfill its other function of awakening the scholarly impulse in those who have capacity for purely scholarly careers, no college faculty should be without a group of men fully equipped with university training and thoroughly imbued with the university spirit, though these men must be selected with the greatest care out of scores of candidates and with reference to their human, quite as much as their scholastic, qualifications. Of course the two types of men may be blended in the same individual. Such men are, however, somewhat rare. The presence of two or three upon a faculty insures to a college perpetual prosperity and power.

The objects of college government are to secure good order and freedom from disturbance in the buildings and on the grounds of the college and to protect the thoughtless and immature from their own folly and vice. In a small college the first object can be most effectively secured by putting the whole responsibility for good order into the hands of the students themselves, as represented by a senate or jury of their own election. Their own sense of fitness, their loyalty to the college, and their regard for its good name, together with their superior opportunities for ascertaining the facts about any disturbance, render them the best guardians of its peace and order that a college can secure. In order to make this system work, however, it must be a reality and not a pretense. The faculty must put the whole responsibility entirely upon the students, reserving no veto power or right of reconsideration to themselves. In Bowdoin College this responsibility has been delegated to the students during the past eight years, and throughout that period no question of this kind had been dealt with by president or faculty. The students have acted on their own judgment of what is just and right. Sometimes they have acted wisely, sometimes they have acted unwisely; sometimes they have failed to act at all. But in every case the full responsibility has been with them. There has been a steady advance in the fidelity and efficiency with which the jury has done its work, and during the last two years they have done all that the strictest faculty would, and more than any faculty could have done to maintain the good order and elevate the standard of conduct in and about the college grounds.

The reformation of individual students can be done better by personal influence of president and professor than by formal faculty action. If a student fails to respond to this personal appeal he should be removed as quietly as possible at the first convenient season, in a way that will least attract the attention of the outside world, least hurt the feelings of parents and friends, and most kindly and firmly impress upon the student the fact that he and not the college is to blame for the severing of their connection.

The assumption with reference to students should be not that they are criminals, to be properly punished for every crime they commit, but that they are thoughtless and immature persons, who often need advice and warning and reproof; who, as a rule, mean to do right, and can be much more efficiently controlled by good will and patience than by wrath and vengeance. In a word, the government of a small college should be that of a large family; the welfare of the students, collective and individual, should be its single aim, and the fewest rules and the slightest penalties and the least display of authority that will accomplish these ends is the ideal of college government.

The spirit and tone of the college should be in the broadest sense of the term religious. It is simply inconceivable that young men between 17 and 25 should be content with the mere doing of the particular tasks assigned them from day

to day, regardless of the wider relations and deeper meaning of their lives. The maintenance of this religious tone and spirit, which is manly because it is godly, and is superior to the shocks of time and fortune because it is rooted and grounded in eternity and God, should be the distinctive and crowning glory of a small college.

For combining sound scholarship with solid character; for making men both intellectually and spiritually free; for uniting the pursuit of truth with reverence for duty, the small college, open to the worthy graduates of every good high school, presenting a course sufficiently rigid to give symmetrical development, and sufficiently elastic to encourage individuality along congenial lines, taught by professors who are men first and scholars afterwards, governed by kindly personal influence, and secluded from too frequent contact with social distractions, has a mission which no change of educational conditions can take away, and a policy which no sentiment of vanity or jealousy should be permitted to turn aside.

The instruction at Bowdoin is divided into thirteen departments, two of which are to be subdivided in the near future. In each the teaching is in the hands of a professor or permanent member of the faculty. While assistants are regularly employed in the laboratories and library and instructors occasionally fill temporary vacancies, the actual work of instruction is assumed by the professor. The department of philosophy is in charge of the president, who is Stone professor of mental and moral philosophy. The course extends through the three terms of senior year, and is required, save in the winter term. Psychology is first taken up and is taught with constant reference to its practical bearings. It is followed in the second term by a consideration of the history of philosophy, in which the aim "is to familiarize the student with the spirit and method of speculative thought and to stimulate inquiry and reflection on the grounds of rational certitude and religious faith." President Hyde has devoted much attention to ethics, and in the closing term of the year gives a "review of modern ethical systems and a presentation of the more prominent particular duties which are essential to man's realization of himself as a social and spiritual being."

The department of English literature is in charge of Henry L. Chapman, D. D., Edward Little professor of rhetoric, oratory, and English literature. The course consists of the study of Bacon's Essays and Milton's Areopagitica as an elective in sophomore year, and of a course, also elective, on the history and development of literature from the earliest times to the nineteenth century, which extends throughout the senior year. Logic, both deductive and inductive, is a required study, and is taught by the professor of English literature.

The department of rhetoric and oratory is in charge of Mr. Albert W. Tolman, A. M. The required course consists of lectures and exercises in elocution during two terms of freshman year; of the textbook study of rhetoric for one term in sophomore year; of practical rhetoric, i. e., extemporaneous composition, original declamations and critical study of literary style, to which the third term of junior year is given, and of the writing of themes during each term of the last-

mentioned years. Elective work in this department consists in courses of private reading, selected with a view to appreciating and developing a correct literary style, and in personal instruction in elocution, open especially to seniors and juniors.

The department of history and political science is in charge of Prof. D. Collin Wells. It is intended by the establishment of a new chair to largely increase the courses in history. They now consist of an elective open to the junior class and extending throughout that year in English and modern history and of a course in United States history in which especial attention is directed toward the economic and constitutional development of the nation. The work in political science extends through the senior year and is a required study in the winter term when political economy is taken up. Elective courses in anthropology and comparative sociology are also offered during the last year of the curriculum.

The department of French is in charge of Henry Johnson, Ph. D., Longfellow professor of modern languages. The study of this language is required throughout the freshman year. It is pursued as an elective during sophomore year. Instruction in Italian is also offered in this department, the course being an introduction to the study of Dante.

The department of German is in charge of Mr. George T. Files, A. M., who is now in Germany on leave of absence. His place is temporarily occupied by Mr. C. N. B. Wheeler, A. B. This language is a required study throughout sophomore year and is pursued as an elective during the following year.

The department of Greek is in charge of Prof. Frank E. Woodruff, A. M., who is also Collins professor of natural and revealed religion. In this latter capacity he conducts the work in biblical literature, which is made up of a required course in one of the gospels in the third term of freshman year, and of an elective course during two terms of the senior year, in which different portions of the Old Testament are studied from a literary and historical standpoint. The Greek language and literature is a required study during freshman year and may be pursued as an elective during the remainder of the course.

The department of Latin is in charge of William C. Lawton, A. B., Winkley professor of Latin. The study of this language is required during the first year and may be pursued as an elective during the three remaining years. The object of the various courses in this, as indeed in the other language departments, is to contribute to general literary culture rather than to develop a few specialists in philology.

The department of mathematics is in charge of Prof. William A. Moody, A. M. This science is required during the first year, higher algebra, solid geometry, and plane and spherical trigonometry being studied. To those desiring additional work brief courses in modern



geometry, in practical mensuration, and in surveying are offered in successive terms. The courses during sophomore and junior years are elective and include analytic geometry, differential and integral calculus, and quaternions.

The department of chemistry and mineralogy is in charge of Franklin C. Robinson, A. M., Josiah Little professor of natural science. The courses in this department begin in junior year and extend through two years, being required the first and elective the second. Instruction is given by lectures and experimental work. A view of the chemical laboratory is given on the adjoining page.

The department of biology and geology is in charge of Prof. Leslie A. Lee, Ph. D. The work in biology begins in the third term of sophomore year and extends through the remainder of the course, and is from the first elective. While text-books are used in the study of botany, physiology, zoology and anatomy, great stress is laid on laboratory work, to which much time and attention is given. The mastery of principles and training in scientific observation is sought, rather than mere acquisition of facts. The biological laboratory, though hardly large enough for the classes that elect this study, is well supplied with microscopes and other instruments, and has extensive zoological collections. The interest aroused in this department, as well as the character of the work done, is indicated by the results of a scientific expedition to Labrador in the summer of 1891, led by Professor Lee and composed of Bowdoin students and graduates. The course in geology is an elective of the senior year. The elements of the science are taken up in order and as much study given to rocks and fossils, especially those that can be collected by the student, as time will allow. It is proposed to establish at an early day a professorship of geology and mineralogy, which will increase the number of electives in science, and lead to their introduction earlier in the course.

The department of physics and astronomy is in charge of Prof. Charles C. Hutchins, A. M. Elementary physics is a required study during two terms of the sophomore year and is followed in junior year by a course of the same length designed to afford laboratory practice. A required course in astronomy is given in the first term of junior year. This is followed by an elective course in practical astronomy, for which admirable facilities are enjoyed through the recent erection and complete equipment of an observatory. The course includes the theory and adjustment of instruments and the making and reducing of observations.

The department of physical culture is in charge of Frank N. Whittier, M. D., director of the gymnasium and lecturer on hygiene. A brief course of lectures on human anatomy and physiology, illustrated by means of the extensive collections and models of the medical school, and followed by a similar course on personal hygiene, is given



each class upon entering college. Every undergraduate has a thorough medical and physical examination at the beginning of the college year. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry in comparison with the normal standard; and also what parts of the body are defective either in strength or development. At the same time the student receives a handbook containing the exercises prescribed for the purpose of correcting the physical defects shown by his chart, with specific directions in regard to diet and bathing. From November until April each class is required to exercise in the Sargent gymnasium, under the supervision of the director, for a half hour on four days of every week. A graded course of class exercise has been arranged. The freshmen have military drill and Indian club swinging; the sophomores, exercises with wands or dumb-bell; the juniors, fencing with single sticks; the seniors, fencing with foils or broadswords. For the exercises with the chest weights, bars, rings, etc., each class is divided into three divisions and the work is carefully graded to suit the strength of each division.

The gradual growth of physical culture into an essential part of the Bowdoin curriculum has been interesting and perhaps instructive. Over seventy years ago the faculty noted unusual prevalence of sickness one spring term, due, they thought, to insufficient exercise, and they formally recommended the students to engage in playing ball. Further than such advice and the furnishing of simple apparatus like horizontal bars and swings in the open air the college authorities did not go until about 1860, when Commons Hall was fitted up as a gymnasium and graded exercises were conducted by Mr. William C. Dole, subsequently connected with similar work at Yale. Since this time, with the exception of a few years, instruction has been regularly given, generally by a physician, and work in the gymnasium has been required since 1872. In 1885-86 a commodious and well-arranged gymnasium was erected at a cost of \$12,000. This is named the Sargent Gymnasium, in honor of Dr. Dudley A. Sargent, of Harvard University, who was instructor here for five years and who furnished it with complete sets of the most approved gymnastic apparatus. The building is heated by steam, lighted by electricity, and is supplied with all needed facilities for bathing.

The faculty of the present day do not find it necessary to recommend to the students athletic games. There exists among them organizations for the support and practice of baseball, boating, football, tennis, and general athletics. The annual field-day exercises and the class races early in June are events of much importance to the undergraduates. Intercollegiate contests in all these games win much attention, and have to be restrained rather than encouraged. At the same time this athletic side of college life is believed to be of advantage to the student and has the personal cooperation of mem-

bers of the faculty, who with alumni serve upon the committee having a general oversight of these interests. A commodious boat house has been erected on the banks of the Androscoggin for the use of the boating association, and for the expenses of this as well as the other athletic organizations considerable money is annually raised by subscription from graduates and undergraduates.

#### THE MEDICAL SCHOOL.

From its successful inception in 1820, of which an account has been given above, the medical department of the college has made advances somewhat remarkable in view of the lack of endowment. The withdrawal of State aid in 1834 was keenly felt on the side of the library, but the accession to the faculty of men like John Delamater, William Sweetser, Reuben Dimond Mussey, Edmund R. Peaslee, and For dyce Barker enabled the institution to maintain its standing in the front rank of New England schools. In 1860, through the liberality of the late Seth Adams and the grant of half a township of land from the State, a large brick building was erected for the special use of the school. This contains large lecture rooms, the chemical laboratory, dissecting rooms, and ample accommodations for the medical library and anatomical collections. The latter have been increased by extensive purchases and are of much value. The course of lectures which at first extended over three months now includes five, the graduation exercises of the school preceding the academic commencement day. The professorships have been increased from four to eight, the fees from \$45 to \$78. Medical and surgical clinics are held every week. Though many patients thus appear before the class, certain diseases can of course be observed only in hospitals. For this reason mainly it has been proposed to remove the school to Portland and thus bring it into close connection with the Maine General Hospital. The difficulty of securing means for the purchase of a site and the erection of the necessary buildings has hitherto prevented the execution of this plan. The prospective endowment of \$200,000 from the estate of Mrs. Catharine M. Garcelon will enable this and other plans for the increased effectiveness of the school to be carried out.

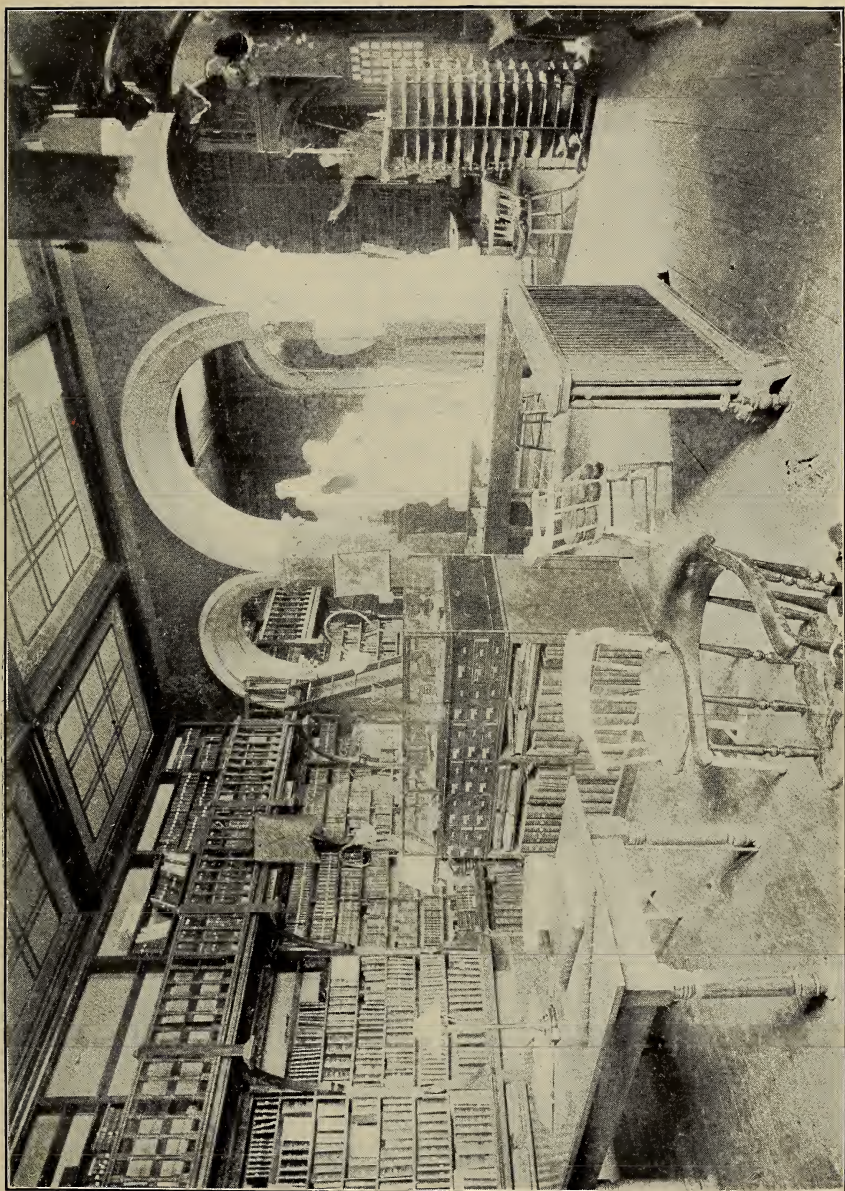
Candidates for a degree must pass satisfactory oral and written examinations in anatomy, physiology, surgery, chemistry, materia medica, pharmacy, obstetrics, pathology, and practice, present a dissertation on some medical subject, and produce evidence of having attended three full courses of lectures at some regular incorporated medical institution and of having devoted three years to professional studies. Among those who of late have been connected with the school for a series of years there may be mentioned Alonzo B. Palmer, in the department of theory and practice; William W. Greene, in that of surgery; and Burt G. Wilder, in that of physiology. The faculty in 1892 was made up as follows: Israel T. Dana, A. M., M. D., pro-

fessor of obstetrics and diseases of women and children; Stephen H. Weeks, A. M., M. D., professor of surgery; Charles O. Hunt, A. M., M. D., professor of materia medica and therapeutics; Lucilius A. Emery, A. M., professor of medical jurisprudence; Frederic Henry Gerrish, A. M., M. D., professor of anatomy; Franklin C. Robinson, A. M., professor of chemistry; Charles D. Smith, A. M., M. D., professor of physiology; William L. Dana, demonstrator of anatomy; Everett T. Nealey, M. D., demonstrator of histology.

#### THE COLLEGE LIBRARY.

The library, although from its establishment the largest collection of books in the State, has suffered in the past from the poverty of the institution. The average annual expenditure for the purchase of new books during a period of eighty years did not exceed \$200. These accessions, however, were selected with much thought, by the president in earlier years, subsequently by the successive professors of modern languages, under whose charge the library has been for the greater part of this time. It was, therefore, mainly through gifts that it came to hold in 1883 the tenth place in size among the college libraries of the country. The first notable addition was the private library of Hon. James Bowdoin, numbering 4,000 volumes, and rich in scientific works, in the documentary history of France, and in political writings relating to the formation of the Constitution of the United States. In 1820, 400 volumes were received through President Allen from Thomas Wallcut, esq., of Boston. These included many rare volumes, such as John Eliot's Indian Bible, Cotton Mather's *Magnalia*, and was rich in the works of Puritan divines. Rev. John A. Vaughan, an alumnus, presented a valuable collection of 1,200 volumes, mostly scientific publications. The library was fortunately included among the institutions receiving the 100 folio volumes of the record commission of Great Britain in 1834. Subsequent gifts, hardly less valuable, are too numerous to be mentioned in detail. In 1863, when the collection numbered nearly 15,000 volumes, an admirable catalogue was prepared by the librarian, Rev. William P. Tucker. This is an octavo volume of over 800 pages, with full author entries and a subject-index, and was made in close accordance with the rules proposed by Professor Jewett of the Smithsonian Institution. While the growth of the library has affected the usefulness of this printed catalogue, its accuracy and completeness make it a valuable bibliographical aid, and it supplies the foundation of the card catalogue now used. The incorporation of the society libraries in 1880 largely increased the size of the collection, and with its subsequent growth led to the occupation of the two large wings of the chapel, besides Banister Hall, which was especially designed for the library. In 1885 the present librarian, George T. Little, who had been in charge of the department of Latin, was relieved of much of his work as an instructor,





BANISTER HALL, MAIN ROOM OF BOWDOIN COLLEGE LIBRARY.





and a few years later was enabled to give all his time to the library. This increase of attention, and especially the changes in methods of instruction, have made the library a very important factor in the educational work of the college. It is opened throughout the day and during two hours of the evening. It now receives liberal annual appropriations from the boards, and has, largely through the generosity of Rev. Elias Bond, D. D., and the late John L. Sibley, A. M., book funds amounting to \$17,000. Including the medical library—which is in another building, but under the same management—it numbers 49,000 volumes, and the annual accessions average 1,500. In the administration of the library, in which the librarian is aided by a cataloguer and four student assistants, especial effort is made to render help to all inquirers. A regular course in bibliography, made up of lectures and practical work, has been given the present year as an elective to the juniors in connection with English history, and it is proposed to offer to each class more or less formal instruction in the use and selection of books.

#### ART COLLECTIONS.

A feature in its educational equipment which distinguishes Bowdoin from the other smaller colleges, if not indeed from the universities of the country, is the possession of a collection of paintings and drawings which could not be duplicated save by a lavish expenditure of money. These collections, purchased abroad by Hon. James Bowdoin at the commencement of this century, came to the college at his death, have been increased by gifts from many sources, and are soon to have, through the munificence of the Misses Walker, of Boston, a fireproof building, designed solely for their proper display and preservation. The drawings, though they number only 140, are representative of Italian, French, Flemish, and English schools of art, and include sketches by Titian, Correggio, Domenichino, Salvator Rosa, Rembrandt, Berghem, Poussin, and Claude Lorraine. The Bowdoin paintings, aside from family portraits, number 70, and include a Van Dyck and a Rubens, besides several ascribed on good grounds to Hogarth, Wouvermanns, Hondeköter, Berghem, with copies from Titian and Raphael. They also include portraits of Jefferson and Madison, painted by Gilbert Stuart especially for Mr. Bowdoin, who was a personal friend of each. Subsequent additions bring up the number of canvases to 150. Among these may be mentioned a portrait by Copley; a large landscape by Wüst, which cost the donor upwards of \$1,000; and a painting of Hagar and Ishmael, obtained from a church at Rome and dating back to Titian's time, if not, as the donor believed, the work of his brush. Besides these paintings and drawings, the college has a small but well-selected collection of casts of the masterpieces of Greek sculpture, many portrait busts by American sculptors, and an interesting series of slabs illustrative of Assyrian art, taken from the excavations at Nineveh.

## STUDENT SOCIETIES.

The two general literary societies, the Peucinian and the Athenian, have played an important part at Bowdoin, not only in the social life of the students, but also in their education. Their establishment dates from the first decade of this century, and they gradually came to include in their membership the entire student body. Each held regular and frequent meetings for literary exercises for over fifty years, and many of the distinguished men whose names appear in their triennial catalogues are said to have gained as well as displayed oratorical skill in the carefully prepared debates, which were a leading feature of these occasions. The anniversaries of the societies, at which an oration and poem were delivered by some prominent graduate or honorary member, were, next to commencement, the events of the collegiate year. The intense rivalry between the societies for members fortunately extended to the character of the literary exercises and the growth and value of the respective libraries. The amounts contributed by the undergraduates themselves for the purchase of new books were often double those appropriated by the boards for the increase of the college library. In their selection the advice of the president and of other members of the faculty were frequently sought. Graduate members were solicited for gifts, both of books and of money. The two libraries, each of upward 5,000 volumes, were in 1870, when growth ceased, remarkably complete and valuable collections of the general literature and current periodicals of the forty years preceding. They occupied, with the assembly rooms of the societies, one-half the lower story of Maine Hall, which had been fitted up for their occupation in President Allen's administration. In 1880 they were merged in the college library. The story of the decline of these societies at Bowdoin is like that of similar organizations in the other New England colleges. For a series of years the secret or Greek letter fraternities existed side by side with them. Gradually, however, the latter gained in influence and importance and engrossed the time, thought, and interest formerly given to organizations more distinctively literary in their character and object.

A chapter of the Alpha Delta Phi fraternity was established at Bowdoin in 1841, of the Psi Upsilon in 1843, of the Delta Kappa Epsilon in 1844, of the Theta Delta Chi in 1854, and of the Zeta Psi in 1867. For a score of years it has been customary for a large majority of each entering class to accept invitations to membership in some one of these societies. They are recognized by the faculty, many of whom as former members are welcomed at their meetings. Each has a well-furnished hall. While social intercourse and good fellowship are frankly avowed objects, literary work has a hardly less important part in their activities. Though their rivalries occasionally lead to a partisanship in the selection of class officers, as foolish as it is unfortunate, it is believed they supply a valuable means for acquaintance

and helpfulness between the upper and lower classes and tend to neutralize some of the bad effects of the unusually strong class feeling which has always prevailed at Bowdoin. The element of secrecy has not been in the past a means of hiding dissipation or unlawful practices. On the other hand, society pride has occasionally been evoked as a restraining force in the case of those viciously inclined.

#### RELIGIOUS HISTORY.

At the close of the last century and the opening of the present was a period of general religious depression. At Bowdoin it is not known that any student during President McKeen's administration had made a public profession of religion. Religious activity existed among the teachers, not among the students. For a longer period than would be supposed, in view of earnest efforts from the very first, this continued the case under President Appleton. A theological society with a membership of 17 was organized as early as 1808, but its meetings were apparently given to the discussion of doctrinal and ethical questions rather than to the promotion of Christian experience. Though its influence for practical piety was not manifest at the time, the results of the trend of thought it inculcated are happily exhibited in the fact that in after life 9 of these 17 became earnest Christians. This society maintained its organization until 1850, at times in face of opposition and with long periods of little or no activity. It collected a library of several hundred volumes, which was incorporated in that of the college. Its discontinuance as a society was due to the increase of other student organizations rather than to any special or prolonged lack of interest in the subjects to which its discussions were devoted.

In 1812 two men of earnest and aggressive piety, Frederic Southgate, tutor, and James Cargill, student, were the means of establishing meetings for prayer and the promotion of personal righteousness among the students, which have since been maintained without interruption. An organization formed 3 years later and known as the praying circle was the agency through which these activities were conducted. Its constitution, though several times revised, has always set forth as the object of the association "mutual edification of its members, the promotion of vital godliness in the college, and prayer for the universal spread of the gospel." Membership has been open to those and only those who offer "charitable evidence of being real Christians" and give "assent to the fundamental doctrines of the gospel." Its meetings have been held twice a week, one on the Sabbath, more formal in its character, and one on a week day evening conducted and attended as a rule by undergraduates only. Despite the presence on its rolls from time to time of names of unworthy members, the personal religious work done by it has been very great. Its membership has varied in different years from one-tenth to one-half



of the student body. The year following its formation there was special religious interest in connection with a revival in the town, and in several subsequent years, notably in 1826, 1831, 1834, 1862, and 1888, large accessions have been made to the number of professing Christians in the college.

In 1882 it seemed best to members of the praying circle to discontinue their union under that name and to form a Young Men's Christian Association. They would thus bring themselves into connection with similar societies in other colleges, and reap the benefits of the supervision given by the State and national associations of this well-known body to Christian work among young men. The provision for associate members it was believed would enlist many of right moral purposes but without a conscious development of religious life. The association has a large and pleasant room on the lower floor of one of the dormitories, gives an annual reception to the Freshman class, and carries on by a series of committees various Christian activities. An annual address by some prominent clergyman is delivered before it on one of the Sabbaths early in the college year. Its members are kept in touch with methods of Christian work by their delegates to State and national conventions and by several who have spent the summer months at Mr. Moody's school for religious workers.

Morning and evening prayers, the former occurring at 6 or 7 o'clock in the morning, the latter at sunset, were maintained at Bowdoin until 1872. At that time evening prayers were discontinued except on Sundays and a more convenient hour selected for the morning service, which is now omitted on the Sabbath. Attendance at prayers and at one regular church service on Sunday is compulsory. The majority of the students attend the Congregational Church, where special seats are provided them. Three successive pastors of this church have been warmly interested in the student body and have extended their pastoral labors among them as far as opportunity permitted. Of late years singing under the leadership of an organist and choir has become a regular part of the daily chapel service, and a brief address by the president a popular feature of that on Sunday afternoon. It is the aim of the college to maintain a Christian rather than a sectarian spirit in its religious exercises. The best indication of its success lies in the fact that both the Protestant denominations and the Roman Catholic church are represented among its students.

## Chapter V.

### COLBY COLLEGE.

By EDWARD W. HALL.

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Colby College originated with the Baptist churches of the district of Maine. Bowdoinham Association, the oldest Baptist organization of the kind in the State, began the work at its annual meeting held at Livermore, September 26 and 27, 1810. In its minutes of that session is found the following record:

8. It being in contemplation to establish an institution in the district of Maine for the purpose of promoting literary and theological knowledge, Brethren Blood, Boardman, Merrill, Titcomb, and Tripp were appointed a committee to take into consideration the propriety of petitioning the general court for incorporation, etc.

This action led to the appointment of another committee, as recorded in the same minutes:

The committee appointed to consider the propriety of petitioning the general court relative to the establishment of the literary and theological institution, suggested to the association the propriety of appointing a committee to digest the subject systematically, in connection with brethren from the Lincoln Association, and report thereon at the next annual meeting. Elders Blood, Low, and Boardman were chosen for the above purpose.

The Lincoln Association of Baptist Churches passed the following vote at its meeting in Woolwich, September 19, 1811:

7. Voted to appoint the following brethren a committee to sign the petition to the legislature, viz: Daniel Merrill, Samuel Baker, Joseph Bailey, Samuel Stinson, Hezekiah Prince, and Benja. Burton.

The Cumberland Association also, at its first session, held at North Yarmouth, October 2 and 3, 1811, had the same subject in consideration, as appears from the following record:

13. Voted to appoint a committee of 7, in union with the Lincoln and the Bowdoinham associations, to sign a petition to the legislature of this Commonwealth for the incorporation of an institution in the district of Maine for the purpose of promoting literary and theological knowledge, viz: Elders Caleb Blood, Thomas Green, Sylvanus Boardman, Benjamin Titcomb, John Haynes, Ranson Norton, and Deacon Thomas Beck, and that Brother Blood lay the petition before the legislature.

Before the next annual meetings of these three bodies of Baptists occurred a petition had been prepared by the committees and presented to the senate of Massachusetts. On the 5th of June, 1812, this petition had its first reading, and was referred to a committee. A certified copy of this interesting document reads as follows:

PETITION.

*To the honorable senate and honorable house of representatives in general court assembled:*

Your petitioners humbly show that whereas the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and of the other United States of America; and whereas wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, we believe it to be, as the constitution of our State says it shall be, the duty of legislators and magistrates in all future periods of this Commonwealth to cherish the interests of literature and sciences, and all seminaries of them, and encourage public institutions.

Your petitioners beg leave further to show that whereas Harvard College, in Cambridge, as well as the other colleges and seminaries in this State, have been liberally endowed, either by the appropriation of public land, or otherwise, by grants of the general court, and have been committed to the more particular direction and management of that specific part of the community denominated Congregationalists; and

Whereas we have sustained a part, and not an inconsiderable part, of those appropriations without having any particular share in the oversight and direction of such appropriations ever assigned, by authority, to that part of the community denominated Baptists, we therefore consider and are firmly persuaded that the general court would do no injustice to any section of the Commonwealth, but would render more equal justice to the different sections, and largely promote the best interests of the State generally, by kindly receiving and favorably answering the petition to which we solicit the attention of your honorable body.

Your petitioners also beg leave to show further that there are belonging to the regular Baptist churches at least between 6,000 and 7,000 members in the district of Maine, and large congregations in the same sentiment, so that the Baptists are undoubtedly more numerous in this district than any other denomination, if not than all others. Notwithstanding our numbers are so large, and daily increasing, yet we have no seminary over which we have any controul. It is our judgment that it would be for the furtherance of the Gospel and the general good that a seminary should be founded in which some of our religious young men might be educated under the particular inspection of able men of the same sentiments. God having put into our hearts a strong desire that such an event might be amicably and speedily accomplished, your petitioners humbly pray your honorable body to take their request into your wise and benevolent consideration, and grant them for the furtherance of their object a tract of good land, and cause it to be located as nighly in the center of the district and as conveniently situated as your wisdom may find convenient, for it is contemplated, should it be deemed advisable by the trustees, that the seminary be in the very tract which your honorable body may see fit to grant for its encouragement.



Your petitioners further pray that your honorable body will cause the overseers and trustees of the proposed seminary to be appointed with the powers and privileges which in such cases are by law made and provided.

And as in duty bound will ever pray.

DANIEL MERRILL,

*In behalf and by the direction of the Lincoln Association,  
containing 48 associate churches.*

ROBERT LOW,

*In behalf and by the direction of the Bowdoinham Association,  
containing 28 associate churches.*

SYLVANUS BOARDMAN,

THOMAS GREEN,

CALEB BLOOD,

*In behalf and by the direction of the Cumberland Association,  
containing 24 associated churches.*

The efforts of Rev. Caleb Blood to secure a charter from the legislature of 1812 having failed, Rev. Daniel Merrill, of Sedgwick, undertook the work in January, 1813. His attempt was successful.

The senate committee, of which Hon. John Phillips was chairman, granted leave to bring in a bill, and so reported on the 19th of February, 1813. A bill was accordingly introduced, which came back from the committee to which it was referred with the recommendation "that the third and seventh sections thereof be stricken out; also that the word 'fellows' be erased throughout the bill." A week later the bill was passed and approved in this form:

AN ACT To establish a literary institution in the district of Maine, within this Commonwealth.

SEC. 1. *Be it enacted by the senate and house of representatives in general court assembled, and by the authority of the same,* That there be erected and established in the district of Maine, in the township hereafter mentioned, a literary institution, for the purpose of educating youth, to be called and known by the name of The Maine Literary and Theological Institution, to be under the government and regulation of a body politic, as in this act is hereafter described.

SEC. 2. *Be it further enacted,* That Daniel Merrill, Caleb Blood, Sylvanus Boardman, Thomas Green, Robert Low, Benjamin Titcomb, Thomas Francis, Ranson Norton, Daniel McMasters, Hon. James Campbell, Samuel Stinson, John Hovey, David Nelson, Alford Richardson, John Haynes, Samuel Baker, Joseph Bailey, Phineas Pilsbury, Hezekiah Prince, Moses Dennitt, and John Neal, together with the President and treasurer of the said institution for the time being, to be chosen as in this act is hereafter directed, be, and hereby are, erected a body politic and corporate, by the name of the President and Trustees of the Maine Literary and Theological Institution; and that they and their successors, and such others as shall be duly elected members of the said corporation, shall be and remain a body politic and corporate, by that name forever.

SEC. 3. *Be it further enacted,* That for the more orderly conducting the business of the said corporation, the president and trustees shall have full power and authority, from time to time as they shall determine, to elect a vice-president, treasurer, and secretary of said corporation, and to declare the tenure and duties of their respective offices, and also to remove any trustee from the said corpora-



tion when in their judgment he shall be rendered incapable by age or otherways of discharging the duties of his office, and to fill up all vacancies in the said corporation by electing such persons for trustees as they shall judge best: *Provided, nevertheless*, That the number of the said corporation, including the president of the said institution and the treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one.

SEC. 4. *Be it further enacted*, That the said corporation may have one common seal, which they may change, break, or renew, at their pleasure; and that all deeds signed and delivered by the treasurer, and sealed with their seal, by the order of the corporation, shall, when made in their corporate name, be considered in law as the deed of the said corporation; and that the said corporation may sue and be sued, in all actions real, personal, and mixed, and may prosecute and defend the same to final judgment and execution, by the name of the President and Corporation of the Maine Literary and Theological Institution; and that the said corporation shall be capable of having, holding, and taking in fee simple, or any less estate, by gift, grant, devise, or otherwise, any lands, tenements, or other estates, real or personal: *Provided, nevertheless*, That the annual clear income of the same shall not exceed the sum of thirty thousand dollars.

SEC. 5. *Be it further enacted*, That the said corporation shall have full power and authority to determine at what times and places their meetings shall be holden, and on the manner of notifying the trustees to convene at such meetings, and also from time to time to elect a president and treasurer of said institution and such professors, tutors, instructors, and other officers of the said institution as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, and tenures of their several offices aforesaid; the said president, for the time being when elected and inducted into his office, to be ex officio president of the corporation; and the said corporation are further empowered to purchase, or erect, and keep in repair such houses and other buildings as they shall judge necessary for the said institution, and also to make and ordain, as occasion may require, reasonable rules, orders, and by-laws not repugnant to the laws of this Commonwealth, with reasonable penalties for the good government of said institution, and also to determine and prescribe the mode of ascertaining the qualifications of the students requisite to their admission: *Provided, nevertheless*, That no corporate business shall be transacted at any meeting unless thirteen at least of the corporation are present.

SEC. 6. *Be it further enacted*, That the clear rents, issues, and profits of all the estate, real and personal, of which the said corporation shall be seized or possessed, shall be appropriated to the endowment of the said institution, in such manner as shall most effectually promote virtue and piety and a knowledge of such of the languages and of the liberal arts and sciences as shall be hereafter directed from time to time by the said corporation.

SEC. 7. *Be it further enacted*, That the Hon. John Woodman, esq., be, and he is hereby, authorized and empowered to fix the time and place for holding the first meeting of the said corporation, of which he shall give notice by an advertisement in a Portland, and one other Eastern newspaper, at least fourteen days previous to the time of said meeting.

SEC. 8. *Be it further enacted*, That the treasurer of said corporation shall, before he enters upon the execution of the duties of his office, give bonds to the said corporation, in such sums and with such sureties as they shall approve of, conditioned for the faithful discharge of the said office and for rendering a just and true account of his doings therein when required; and that all the money, securities, and other property of the said corporation, together with all the books in which his accounts and proceedings as treasurer were entered and kept that shall

be in his hands at the expiration of his office, shall, upon demand made upon him, his executors or administrators, be paid and delivered over to his successor in that office, and all moneys recovered by virtue of any suit at law upon such bond shall be paid over to the corporation aforesaid, and subjected to the appropriation above directed in this act.

SEC. 9. *Be it further enacted*, That the legislature of this Commonwealth may grant any further powers to, or alter, limit, annul, or restrain any of the powers by this act vested in, the said corporation as shall be judged necessary to promote the best interests of the said institution; and the said corporation shall be holden to render an account to the legislature, whenever they shall see fit to require it, of all their proceedings and the manner of disposing of the funds of said institution.

SEC. 10. *Be it further enacted*, That there be, and hereby is, granted a township of land six miles square, to be laid out and assigned from any of the unappropriated lands belonging to this Commonwealth in the district of Maine, under the same restrictions, reservations, and limitations as other grants for similar purposes are usually made; the same to be vested in the corporation of said institution, and their successors forever, for the use, benefit, and purpose of supporting said institution, to be by them holden in their corporate capacity, with the power and capacity to settle, divide, and manage the same tract of land or township, or any part thereof, or to sell, convey, or dispose of the same, for settlement only, and to no one person a larger quantity than one thousand acres, in such way and manner, as shall best promote the welfare of said institution; the same to be laid out under the direction of the committee for the sale of eastern lands, and a plan thereof returned to the secretary's office within three years after the expiration of the present war with Great Britain.

Approved by the governor, February 27, 1813.

The name "Literary and Theological Institution" was at that time a favorite designation attached to many schools of a high order in which collegiate and theological classes were united. That a demand for an educated Baptist ministry existed among the churches of that denomination throughout the sparsely settled district of Maine is abundantly proved by the course taken by them to secure this charter. The persons named as corporators were all men of prominence in Maine Baptist churches. Rev. Daniel Merrill, who is recognized as the prime mover in the enterprise, had been educated for the Congregationalist ministry, but was then the able and beloved pastor of the Baptist Church in Sedgwick; Rev. Caleb Blood was pastor of the Federal Street Baptist Church in Portland, Rev. Sylvanus Boardman pastor of the Baptist Church at North Yarmouth, Rev. Thomas Green had formerly been a pastor of the same church and was still residing there, Rev. Robert Low was pastor of the Baptist Church in Readfield; Rev. Benjamin Titcomb, of the Baptist Church in Brunswick; Rev. Thomas Francis, of the Baptist Church in Leeds; Rev. Ranson Norton, of the Second Baptist Church in Livermore; Rev. Daniel McMasters, of the Baptist Church in Sullivan; Rev. Samuel Stinson, of the Baptist Church in Woolwich; Rev. John Haynes, of the First Baptist Church in Livermore; Rev. Samuel Baker, associate pastor of the Baptist Church in Thomaston; Rev. Joseph Bailey,

pastor of the Baptist Church of Ballstown, now Whitefield, and Rev. Phineas Pilsbury, pastor of the Baptist Church in Nobleboro. Of the other corporators, Alford Richardson was a prominent member of the Federal Street Baptist Church, of Portland; John Neal, of the Second Baptist Church of Litchfield; Moses Dennitt, of the Second Baptist Church in Bowdoin; John Hovey, of the Baptist Church in Mount Vernon; David Nelson, of the Baptist Church in New Gloucester; the Hon. James Campbell, a prominent member of the First Baptist Church in Cherryfield, and Hezekiah Prince, a member of the Baptist Church in Thomaston. A willingness on the part of the legislature to accede to their request is sufficiently evident from the promptness with which the charter was granted.

The war with England was, no doubt, more prominent in the minds of most men at this time than the subject of education. The trustees, however, effected an organization, and, with the Rev. Sylvanus Boardman as president and Rev. Otis Briggs secretary, entered upon preliminary work.

In January, 1815, the following petition was laid before the general court:

The undersigned, members of the Maine Literary and Theological Institution, have made the necessary inquiry in pursuance of the duty which devolved upon them, and have with great unanimity determined that township numbered three, on the west side of Penobscot River, in the vicinity of a settled country, is the best selection, in their opinion, that can be made from the unlocated lands of the Commonwealth for the establishment of the institution.

As this township is among those which have been very wisely reserved by the Government for important public purposes, we presume it is only necessary for us to state this fact in order to secure the passage of a resolution authorizing the agents for the sale of eastern lands to deed, agreeably to the request of your petitioners, the township above designated in conformity to the grant of a former legislature.

The undersigned members of the institution consider it their duty to state that this institution was established at the request and in compliance with a petition from those persons denominated Baptists within this Commonwealth; and their object was, and now is, to have an institution at which their children may be educated, over which they may have some influence and control. At the present time we believe it may be truly asserted that not a single individual denominated a Baptist is now a member of the corporation of either of the colleges within the Commonwealth, and from that within this district they have been very pointedly excluded. As the people denominated Baptists may be considered as comprising nearly one-third of the population of the State, they will not, we conclude, be considered as asking too much when they request from the legislature about the same aid that has been afforded to Williamstown and Bowdoin colleges as relates to grants of land. And in order that tuition may immediately commence, a measure so desirable at this time, the undersigned, we presume, have only to request from the present legislature their proportion of the tax upon the banks, agreeably to the distribution made by the last legislature to the other colleges of this State, and this desirable object will be immediately accomplished.

The members of the Maine Literary and Theological Institution having stated,



as they believe, correctly their claims upon the public in favor of their institution, they rely on the justice; the wisdom, and impartiality of the legislature to afford them the aid that has been so liberally extended to the other institutions within this Commonwealth, and as in duty bound will ever pray.

MOSES DENNITT.	EBENR. DELANO.
CYRUS HAMLIN.	RANSON NORTON.
JOHN TRIPP.	JOHN NEAL.
ROBERT LOW.	JOHN HOVEY.
ALFORD RICHARDSON.	DAVID NELSON.
SYLVANUS BOARDMAN.	JOSEPH BAILEY.
SAMUEL STINSON.	JOHN HAYNES.
THOS. FRANCIS.	

The petitioners were successful in obtaining by resolve, dated February 15, 1815, the assignment of the desired township, which had originally been purchased of the Indians and embraced the territory now constituting the towns of Alton and Argyle. It yielded an excellent growth of timber, and the institution was kept alive for many years by the revenue derived from it. The request for a proportionate part of the bank tax was not granted. Although Massachusetts had given to Bowdoin College no less than eight townships of land and \$18,000 in money, its benefactions to the Baptist college were limited to this single township.

The original design of the founders appears to have been to establish the institution upon the very township granted by the State. Reflection must have convinced them of the folly of locating a college in a region destitute of common schools, if not of inhabitants. Accordingly we find the legislature was next petitioned to authorize a change in this original plan. An additional act, passed June 15, 1816, empowered the institution "to locate and establish their building in any town within the counties of Kennebec or Somerset." Several towns within these counties were desirous of obtaining the location of the institution. At a meeting of the corporation in October, 1817, they appointed a committee "to visit those towns which had used their efforts and given encouragement to have the institution located with them, viz, Farmington, Bloomfield (now Skowhegan), and Waterville and report at the next meeting." This committee reported in favor of Bloomfield as the site, but for some reason not fully explained in the records the trustees voted, at a meeting held in Bath October 1, 1817, to fix the location at Waterville. Possibly this action may have been in consequence of larger sums having been pledged by Waterville than by the other town. The town, as a corporation, pledged, but on account of legal objections never paid, \$3,000, while the inhabitants of the town and vicinity subscribed \$2,000 for the benefit of the institution in case it was established at Waterville. At the same meeting a committee was appointed to purchase a plot of ground whereon to erect the buildings. As the result of this action the



so-called Vaughan lot, 86 rods wide, and extending from the Kennebec to the Emerson stream, containing 179 acres, was purchased the following year of R. H. Gardiner, for the sum of \$1,797.50. The south line of this lot was not far from where the memorial hall now stands. But afterwards the college purchased of Professor Chapin for the sum of \$2,500 the Professor Briggs estate, lying immediately south of the original purchase, and extending southerly to the middle point of lot No. 106 of the Kennebec purchase and running on that line, which is coincident with the south line of the lot on which the president's house stands, from the Kennebec River nearly to the Emerson stream.<sup>a</sup>

A second attempt to obtain aid from the Massachusetts legislature was made in 1818. At the June session a petition was presented by the trustees, upon which a bill was reported granting four additional townships of land and \$3,000 annually. This bill was referred to the next session of the legislature. At that session a number of printed petitions, signed by citizens in several towns in Maine and Massachusetts, were offered, urging the passage of the bill. Objections were made to the language of these petitions as too dictatorial, and as demanding, rather than requesting, the patronage and support of the legislature. So great was the opposition aroused that Gen. Alford Richardson, a member of the legislature and one of the trustees, felt called upon to assert, what he no doubt believed to be the fact, that "the printed petitions did not originate in any act of the corporation, and that they were got up without its knowledge and preferred without its consent."<sup>b</sup>

Hon. William King, afterwards governor of Maine, another member of the trustees, and deputed by them to bring before the legislature the applications for aid, pronounced General Richardson's statement incorrect and maintained the integrity of the petitions. The closing paragraph of the petitions reads:

Your petitioners, in conclusion, can not refrain from stating what is believed to be a fact, that neither a professed Baptist or Methodist is now to be found among the instructors at Harvard, Williams, or Bowdoin College. Considering ourselves pointedly excluded from the government of these institutions, and that the religious instruction afforded is of a kind not the most correct, etc.

A comparison of this language with that of the petition presented in January, 1815, shows a remarkable similarity of expression and suggests that both had a common origin. The defeat of the bill, by a vote of 13 to 10, was a serious disaster to the institution and may be attributed to this quarrel between two members of its otherwise harmonious board of trustees. It was deemed necessary to appoint a

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<sup>a</sup>J. T. Champlin, historical address at the fiftieth anniversary of Colby University, August 2, 1870.

<sup>b</sup>A vindication of the character of Alford Richardson against the aspersions of Governor King. Portland, 1822, p. 41.

special committee of the trustees to adjust the matter, which they did by a report to the board in 1820, explaining that the circular petitions were approved in conference and not by a formal resolve, and hence were not recorded. This circumstance, trivial in itself, was the occasion of conflicting views between the two men, who otherwise might have carried the measure through the legislature and have saved the institution many years of poverty and sacrifice.

Rev. Jeremiah Chaplin, of Danvers, Mass., was chosen professor of theology in February, 1818, and Rev. Irah Chase, of Westford, Vt., professor of languages. Both gentlemen at first declined the appointment, but finally Mr. Chaplin, who had charge of the theological students then aided by the Massachusetts Baptist Education Society, decided to accept and to instruct his pupils under the auspices of the new institution. With his wife and students he accordingly took passage in June, 1818, at Beverly, Mass., on board the sloop *Hero*, which brought the little company as far as Augusta.<sup>a</sup>

The remaining 20 miles to Waterville were accomplished in a long-boat, which was provided with sails and a cabin, and was at that time the easiest mode of conveyance between the two towns. Their arrival was welcomed by a body of citizens, and an address by Timothy Boutelle, esq.

The new seminary was opened and instruction by Professor Chaplin commenced July 6, 1818, in a house then standing where the present Elmwood Hotel is situated. In May following there were 17 students in the theological department. Tuition was fixed at \$4 a quarter, the price of board was \$1 a week, and wood sold in the winter for \$1.50 per cord.

In an address to the public dated May 21, 1819, it is stated that the trustees have undertaken to erect two buildings, one for the accommodation of the students and one for the instructors. To meet the expense incurred it was proposed to sell part of their township and part of the lot already purchased in Waterville with the money paid by citizens of that place, and which amounted to about \$1,800. There was also due on this subscription at the above date about \$1,200.<sup>b</sup>

In the same address occurs the following:

This seminary, though under the direction principally of one denomination, is nevertheless open to persons of every religious sect. From the literary department no one will be debarred who maintains a decent moral character; nor will any one be debarred from the theological department (to whatever denomination of Christians he be attached) who is able to give satisfactory evidence of his piety and of his possessing gifts adapted to the gospel ministry.

This official statement of the trustees, promulgated in the opening year of the institution, indicates the liberal and tolerant spirit of the

<sup>a</sup> MSS. Journal of Mrs. Chaplin dated July 20, 1818.

<sup>b</sup> Maine Literary and Theological Institution. (Origin, progress, design, and present state of the Institution.) Address to the public. 1819. 8vo., pp. 7.

founders of Colby College. Another statement may be quoted to show that the school was established as a college as well as theological seminary:

The design of the trustees in founding this seminary is not limited to such students as have the gospel ministry in view, but extends to those who are desirous of engaging in any of the learned professions. It has, accordingly, a literary as well as a theological department.

The address also incidentally informs us that "all the students in this seminary at present have the gospel ministry in view and are hopefully pious."

Mr. Alva Woods, then a student at Andover, was chosen tutor in May, 1819, but preferred to continue his theological studies. Rev. Avery Briggs, a graduate of Brown University, was elected professor of languages, and the literary department went into operation under his direction early in October, 1819, with about 25 students.

The first session of the Maine legislature was held at Portland, May 21, 1820. During that session two enactments were passed affecting the new college. The first was an act passed June 19, 1820, enlarging its powers and authorizing the president and trustees "to confer such degrees as are usually conferred by universities established for the education of youth: *Provided*, That the said corporation shall confer no degrees other than those of bachelor of arts until after the first day of January, which will be in the year of our Lord eighteen hundred and thirty."

In order to perpetuate the tolerant spirit already shown by the trustees and possibly to avoid a condition of things observed elsewhere, the act also provided that "the said corporation shall not make or have any rule or by-law requiring that any member of the trustees shall be of any particular religious denomination: *Provided*, That no student belonging, or who may hereafter belong, to said institution, sustaining a fair moral character, shall be deprived of any privileges of said institution or be subjected to the forfeiture of any aid which has been granted by said institution for the purpose of enabling him to prosecute his studies, or be denied admission to said institution on the ground that his interpretations of the Scriptures differ from those which are contained in the articles of faith adopted or to be adopted by said institution." It may be remarked that these two provisions have been faithfully observed in the subsequent history of the college, though it has never adopted any articles of faith.

A second act, passed June 28, 1820, granted to the Maine Literary and Theological Institution the sum of \$1,000 annually from the tax upon certain banks for seven years from February 14, 1821. A similar grant of \$3,000 annually was also made to Bowdoin College, and it was expressly stipulated "that at least one-fourth part of the sums to be received by said college and said literary and theological institution shall be appropriated for and toward the partial or total reduction of



the tuition fees of such students, not exceeding one-half the number of any class, who may apply therefor, according to the judgment of the said corporations, respectively."

Thus one-quarter of the gift was made to the students, and did not increase the revenue of the institution. In the few grants of money afterwards made to the college by the State this principle was generally followed. The formative period of Colby College closes with the following act, which passed the legislature of Maine February 5, 1821:

*Be it enacted by the senate and house of representatives in legislature assembled, That from and after the passing of this act the name of the said Maine Literary and Theological Institution shall cease, and the same shall henceforth be called and known by the name of Waterville College, any law to the contrary notwithstanding. And nothing in this act contained shall be construed to impair or annul any of the rights, powers, or privileges of the said corporation.*

#### WATERVILLE COLLEGE.

At the annual meeting of the board in August, 1821, Rev. Daniel H. Barnes, an eminent teacher of science in New York, was chosen president of the college. It was not expected, as appears from a statement in an address to the public dated January 11, 1822, that he would remove to Waterville until some addition had been made to the funds of the college.<sup>a</sup> Indeed, the further statement that Mr. Barnes "can not be obtained unless a considerable addition be made to the resources of the college," suggests the reason why the presidency was declined and that office remained vacant until the board met in May, 1822. Subscriptions to the amount of \$10,000 had then been secured, of which \$7,000 only had been paid.

#### PRESIDENCY OF REV. JEREMIAH CHAPLIN, D. D.

With tardy wisdom the trustees now made unanimous choice of Professor Chaplin for the first president of the college, fixing his salary at \$800 and the rent of the house occupied by him. The teaching force was increased in August, 1822, by the election of Rev. Stephen Chapin to the professorship of theology. The number of students in college at this time was 17, besides 5 in the theological school and 8 in the recently established Latin school, which was held in the college building.

The first commencement occurred August 21, 1822, and attracted a large concourse of people from towns in the vicinity of Waterville. The procession, which continues to be a prominent feature of commencement day, was on this occasion led by a band of music and a company of militia.

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<sup>a</sup> Waterville College: Origin, Progress, and Present State of the College; Address to the Public. 8vo., pp. 8.



The degree of bachelor of arts was conferred on a graduating class of two members, George Dana Boardman and Ephraim Tripp, and the honorary degree of master of arts on Rev. Samuel Wait, of Georgetown, D. C. Mr. Boardman was at the same time appointed tutor, in which capacity he served the college one year, when he resigned to become the "Apostle to the Karens," and was succeeded by Mr. Tripp.

Two buildings had already been erected on the college lot after cutting away its dense growth of trees. A dwelling house for the president had been completed in 1819, on the site now occupied by Memorial Hall. In 1821 the South College, a brick dormitory, 80 by 40 feet and four stories high, was built and 18 rooms furnished, besides fitting up a portion of it for a chapel. The erection of a second dormitory of the same dimensions, known as the North College and afterwards as Chaplin Hall, was authorized in May, 1822. The cost of the mason work of this building was \$3,000. Of both dormitories Mr. Peter Getchell, mason, and Mr. Lemuel Dunbar, carpenter, were the builders.

The expenses of the students in 1822 are given as follows: Tuition, \$16; rent of a room, \$12 per year; board, \$1.34 a week if paid to the steward in advance, but \$1.42 if payment was deferred till the end of the term. The best hard wood could then be bought green in winter for \$1.25 per cord.

It is interesting to find in a second address to the public, issued by the trustees January 11, 1822, the confident expectation that Congress would extend to the Southern and Eastern States the same liberality toward the cause of education which had been shown by grants of public lands to some of the Western States for that purpose. The hope is expressed that from this source "Maine will in a few years find herself in possession of funds sufficient for the support of both her colleges without appropriating to that object any considerable part of the moneys raised within the State."

In 1827 Professor Briggs was transferred to the chair of mathematics and natural philosophy. A professorship of rhetoric and Hebrew was established in 1831, to which Rev. Calvin Newton was elected. John O'Brien Chaplin, class of 1825, son of the president, had charge of the Latin school from 1826 to 1828, when he was appointed tutor and librarian. In 1832 he was made professor of Latin and English. This professorship continued only one year.

The degree of doctor of medicine was conferred by the college in the years 1830, 1831, and 1832 on 55 medical students who had completed the medical course at the Clinical School of Medicine, then recently established at Woodstock, Vt. The names of the medical faculty and of their students are printed in the college catalogues of that period, and the graduates are enrolled in the triennial of 1834. Two members of the Waterville faculty and two examiners appointed by the Vermont Medical Society attended the examinations at Woodstock, and the degrees were conferred on their recommendation. The

practice was then a common one during the infancy of several medical colleges. In 1833 the medical school was empowered to confer its own degrees.

The theological department was speedily overshadowed by the literary course after the "institution" became a college. The first triennial, issued in 1825, gives the names of the graduates in theology. These are 15 in all, beginning with 3 names in 1820 and ending with 5 in 1825. Though President Chaplin was, for the second time, professor of theology from July, 1829, to July, 1832, when theological instruction must have ceased, no record of any other students in this department appears in subsequent triennials.

Commenting upon this exclusion of the theological department, President Champlin says:

I know not under whose counsels this was done, but it has always seemed to me a great mistake. Within those few years a good many of the original board had fallen out and new members been introduced, and quite likely the ambition of having an institution of a higher grade may have blinded the eyes of those who remained to its consequences. The result was hastened also, undoubtedly, by the fear that Brown University would be lost to the denomination through the defection of President Messer. But however brought about, when its effects became apparent there was great dissatisfaction in a large portion of the denomination throughout the State, which some years later culminated in the establishment of an ephemeral theological school at Thomaston, under the management of Prof. Calvin Newton. One consequence of this disaffection was a general falling off of interest in the institution among its natural friends, and a certain coldness and indifference toward it, from which it has not fully recovered to the present day. Had the institution retained its original and more popular form till the affections of the denomination had crystallized around it, and the denomination had withal grown up so as to demand a college, I can but think that its history would have been different. "

The history of other similar "institutions" of twofold purpose, several of which came into existence at this period, shows, however, that they either abandoned one of the departments or in the attempt to build up both simultaneously met with disastrous failure. The opening of the Newton Theological Institution in November, 1825, doubtless affected the attendance at Waterville.

President Chaplin continued in the presidency of the college eleven years, resigning in 1833, after thirteen years of devoted service. He then became pastor of a church in Rowley, Mass., his native place, and afterwards of a church in Willington, Conn. He died at Hamilton, N. Y., May 7, 1841.

The personal appearance of President Chaplin is said to have been such as to impress the observer with the idea of something unusual in his character. "Though there was an absence of gracefulness, yet there was something in his tall, spare frame, broad shoulders, and

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<sup>a</sup> Historical Discourse, 50th Anniversary, by J. T. Champlin, August 2, 1870, p. 16.

bony face, in his low but intellectually developed forehead, small, black, mild, but piercing eyes, which rarely failed to arrest the attention of a stranger."<sup>a</sup>

As material monuments of his administration Dr. Chaplin left the college provided with 2 brick dormitories, 2 dwelling houses for college officers, a large boarding house, a farm of 180 acres, 2 workshops, a good chemical and philosophical apparatus, obtained at a cost of \$1,500, and a library of about 2,000 volumes. It was chiefly by his personal efforts that all these were obtained. A brick building for the academy connected with the college was also erected by his efforts, and the pulpit of the Baptist church was for several years supplied by him without compensation.<sup>b</sup>

Unhappily there is reason to fear that Dr. Chaplin on his retirement carried with him a false impression as to the estimate which the public set upon his services, but the lapse of years has preserved only the highest praise of his self-denying, persistent, and heroic efforts, and no name in the history of the college will ever be held in greater veneration than that of its first president.

At the annual meeting in August, 1841, the trustees passed resolutions "in grateful remembrance of the able, untiring, and successful labor of the late President Chaplin," and appointed Rev. A. Drinkwater, Prof. George W. Keely, and Prof. Calvin Newton a committee "to devise some monumental memorial of Dr. Chaplin at Waterville." The committee had a memorial tablet prepared and placed on the wall in the rear of the president's desk in the old chapel in 1842, from which place it was transferred to the western wall of the new chapel in memorial hall. It is of dark marble, and bears the following inscription in gilded letters:

JEREMIAE CHAPLIN. S. T. D.  
HVJVSCE ACAD. AVCTORI ET ANN. XI. PRAES.  
VIRO ACERR. INGENII PRISC. FIDEI ET SANCTIT.  
VERECVNDIAEQ. CHRIST. IN PROFANIS ACCVRATE  
IN SACRIS MIRIFICE VERSATO. P. SOC.  
A. MDCCCXLII.

#### MANUAL-LABOR DEPARTMENT, 1830-1842.

About 1825 an attempt was made in many institutions of higher education to combine manual and mental training, not without a view to the financial benefits that were expected to result to the students as well as to the seminaries. A department of manual labor was in full operation at the Maine Wesleyan Seminary when the trustees of Waterville College, in August, 1827, voted "that it is expedient to

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<sup>a</sup>Eulogy on Rev. Jeremiah Chaplin, D. D., delivered at Waterville August 6, 1843, by R. E. Pattison, p. 17.

<sup>b</sup>Discourse at Hamilton Literary and Theological Institution on the death of Rev. Jeremiah Chaplin, D. D., by N. Kendrick, June 6, 1841.



have a convenient mechanic's shop erected on the college lot, at which such students as are disposed may employ themselves a small portion of the day in such work as may yield them some profit."

Rev. Daniel Merrill, of Sedgwick, a zealous advocate of the measure, was appointed agent to solicit funds, and in 1830 the shop was built, chiefly by the hands of the students. Work was begun early in 1831, under the charge of Mr. D. N. B. Coffin, of Sidney. A second and larger shop was erected by the students soon after. Three hours a day were assigned for labor, the work being made ready by the superintendent. The articles manufactured were chiefly doors, blinds, sashes, bedsteads, tables, chairs, and boxes. The organization of the work was such that each student had his special labor—sawing, planing, mortising, grinding tools, etc. In 1832 the members of the department built the large boarding house, long known as the "Commons House," which then stood on the spot now occupied by Coburn Hall. A third shop was added soon after, and carriage making and painting attempted. In 1835, there being then no printer in Waterville, a printing office was started in one of the shops. It was supplied with a valuable press, the gift of a manufacturer, and placed in charge of Edgar H. Gray, class of 1838, who had learned the trade of printer. A variety of job work, the annual catalogues, and a 34-page catalogue of the library were issued from the "College Press." After the graduation of Mr. Gray, who became chaplain of the United States Senate in 1864, the press was sold and printing abandoned. Students were employed in 1836 in preparing the lumber and in mason work for the college chapel, now Champlin Hall, and for three professors' houses. Three shops were fully occupied at this time, the students earning from 50 cents to \$2.50 per week. At the accession of Dr. Pattison to the presidency in 1836, it was found that several thousand dollars had been sunk in the manual-labor experiment. Mr. Henry Pierce, a skilled mechanic, was engaged as superintendent in August, 1836. The enterprise continuing to be unprofitable, Mr. Pierce the following year associated with himself Mr. J. B. Bradbury and rented the shops, paying the students for such work as they could do. For several years the college received a small revenue from the shops conducted in this manner. At the annual meeting in 1841 the trustees adopted the following report, presented by Hon. Judah McClellan:

That while the workshop system was a novelty, and the public opinion warmly in its favor, many young men were drawn from the industrial walks who attempted to work their way through college; and some succeeded, to their own advantage as well as that of the public. The workshops connected with this college were probably at first of some advantage to the college in enticing students to come here, but not in any proportion to the heavy expense incurred by the college in building and maintaining them, and are now and for some time past have been a useless monument of misjudged expenditure. The committee deem it useless to think of again putting the shops in operation. They recommend the reference



of the subject to the prudential committee, with power to sell, lease, or otherwise dispose of the workshops, including the tools, as they shall think most for the advantage of the college, but in no case to involve the college in any more expense in or about the concern.

Accordingly, in the spring of 1842, the shops were discontinued and soon afterwards removed.

The late Prof. C. E. Hamlin, to whose careful study of this labor movement the writer is largely indebted, declared that the financial failure of the manual-labor department could not fairly be attributed to incompetent management in any quarter. The want of success may, without doubt, be mainly referred to the fact that the larger number of the student workmen possessed little skill and produced inferior work. For such work there was no demand, and the reputation of the college manufactures suffered. "But, on the other hand, it attracted many students to the college and aided a class of young men most valuable to the world by reason of the qualities developed in their struggle to obtain an education. The list of laborers in the shops bears the names of many of the most honored sons of the institution; men of energy, ability, and culture, including those of two college presidents."<sup>a</sup>

#### PRESIDENCY OF REV. RUFUS BABCOCK, D. D.

In September, 1833, Rev. Rufus Babcock, jr., of Salem, Mass., was elected president. The condition of the general affairs of the college was in some respects critical. The college was in debt to the amount of \$18,000, and a subscription, begun in the winter of 1832 by a liberal friend in Salem, Mass., and not payable until \$10,000 should have been subscribed, was then only about two-thirds filled. It had no means to meet more than three-fifths of its current expenses, and its creditors were becoming uneasy. The resignation of Dr. Chaplin, and with him two of the professors, under circumstances full of peril to the college, added to the embarrassment of the situation. Many of its friends were almost disposed to abandon the enterprise.

The sentiments expressed by Dr. Babcock in his inaugural address indicate a just appreciation of the needs of the college and suggest measures for improving its financial condition and enlarging its influence.<sup>b</sup> It speaks well for the popularity and efficiency of the new president that the projected subscription was at once filled up, in spite of the financial crisis of 1834, and that the annual catalogue then for the first time recorded the names of over 100 students.<sup>c</sup>

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<sup>a</sup> Twelfth Annual Report of the Secretary of the Maine Board of Agriculture, 1867, pp. 188-192.

<sup>b</sup> The teacher's office: Inaugural address of Rev. Rufus Babcock, jr., president of Waterville College, July 29, 1834.

<sup>c</sup> Triennial Baptist Register, 1836: Account of Waterville College (by President Babcock), p. 62.

The trustees in 1836 authorized the erection of a brick edifice midway between the two dormitories, at an estimated expense of \$6,000.

This building, since remodeled and named "Champlin Hall," is 65 by 40 feet, and was built from the designs of Thomas U. Walter, afterwards the architect of the Capitol extension at Washington. The main room was a chapel, above which were the library and the philosophical apparatus and recitation room. The floor of the chapel was several feet above the ground, and a basement story was thus obtained by a slight excavation. Four recitation rooms were by this means provided, more convenient than healthful. The whole structure was surmounted by a square wooden tower, rising from the center of the roof and supporting a similar but more slender tower, in which was suspended the college bell. It was subsequently found that the walls were in danger of spreading under the weight placed upon them, and the upper section of the tower was removed. In the later modification of the building both tower and bell have disappeared.

The value of the grounds and buildings at this period, together with the library and scientific apparatus, is placed at \$50,000. The township granted by Massachusetts had been entirely disposed of for the payment of the indebtedness of the college.

Rev. John O. Choules, of New Bedford, Mass., a native of England, being about to revisit that country, was appointed an agent to solicit books for the library. His report, made at the annual meeting of the trustees in 1836, was received with favor. He secured from the British Government a set of the folio volumes of the records commission and the publications of the Royal Observatory. From a number of private individuals in London and vicinity were received other gifts, making the number of volumes contributed about 1,500.

President Babcock was impressed with the necessity of reviving the theological department of the college, feeling himself pledged to carry out the purpose of its founders and the wishes of many more recent benefactors. The proposal to establish a theological school elsewhere was perhaps an additional motive. He addressed a communication in February, 1836, to the Maine Baptist Theological Association which met at Hallowell February 24, stating the provision already made for a theological class in these words:

Ever since the organization of the present faculty of the college it has been the determination to form such a class entirely distinct from the college exercises, and they have only been delayed until the present time for want of materials. Such a class is now formed, and during the whole of the last term has been progressing in theological studies. This class is limited in its course to a single year. The plan of studies is as follows:

*First term.*—1, antiquities and geography of the Bible; 2, ecclesiastical history; 3, critical study of the Bible in the original languages and in the English version; 4, careful attention to composition and elocution every week.

*Second term.*—5, principles of Biblical interpretation; 6, Christian theology.

*Third term.*—6 (continued), at least 50 written exercises on doctrines and duties,

criticised: 7. pastoral and pulpit duties; 8, composition and delivery of sermons. No charge is made for tuition in the theological class. Three of the professors are employed in this instruction.

The trustees approved the work by the following vote, August 2, 1836:

Voted, That a plan prepared by President Babcock and partially carried into effect the past year, for the education of theological students by members of the faculty of the college, without additional expense, be approved by the board.

Dr. Babcock resigned the presidency July 18, 1836. Several months previous he had had a severe pulmonary attack, and a residence in a milder climate was deemed indispensable to his recovery. His resignation was reluctantly accepted, and on motion of Judge Weston a resolution was adopted—

That this board deeply regret the necessity which has induced the Rev. Dr. Babcock to proffer his resignation as president of this college. And while they are sensible that the measure is justified by a due regard for his health, which requires for its preservation a more genial climate, they feel constrained to declare that no other cause would reconcile them to the dissolution of his connection with the institution. With a lively sense of the value of his services, they would tender to him this grateful acknowledgement for the zeal and ability, the dignity and urbanity, with which he has discharged the arduous duties confided to him.<sup>a</sup>

Dr. Babcock soon after accepted a pastorate at Philadelphia, edited the Baptist Memorial from 1841 to 1845, and died at Salem, Mass., May 4, 1875.

#### PRESIDENCY OF ROBERT E. PATTISON, D. D.

Rev. Robert E. Pattison, of Providence, R. I., was unanimously chosen as successor to President Babcock. The new president had served as professor of mathematics under Dr. Chaplin in 1828–29, and entered at once upon his duties. Under his efficient direction the attendance was largely increased and the quality of the instruction given rose to a high rank. In 1839 a class of 18 graduated, the largest up to that time. President Pattison gained the affection and respect of the community and of his students to a remarkable degree. A convention of the friends of the college held at Hallowell June 12, 1839, expressed entire confidence in the board of instruction and in the management of the financial concerns by the trustees, and pledged themselves to raise an adequate sum to place the institution above embarrassment. But the immediate results were not sufficient to relieve the college and its officers from financial distress. President Pattison resigned in December, 1839, “amid the regrets of all who knew him, and especially of the students, by whom he was revered and beloved.” The college was threatened with entire suspen-

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<sup>a</sup> *Zion's Advocate*. Portland, August 10, 1836.



sion, if not final ruin, since the professors nearly all tendered their resignations at the same time. Through the influence of Professor Keely they were induced to remain until one more attempt could be made to secure funds. The citizens of Waterville responded to the appeal, and in a few days subscribed \$10,000, the faculty heading the list with \$2,000. Stirring appeals were made in the editorial columns of the denominational paper of the State, the *Zion's Advocate*,<sup>a</sup> and several soliciting agents were sent out through Maine and Massachusetts. The effort was successful, and the committee was enabled to announce on the 11th of December, 1840, that the sum of \$50,000 had been subscribed.

#### PRESIDENCY OF ELIPHAZ FAY, A. M.

At the commencement in August, 1841, the trustees elected to the office of president, Mr. Eliphaz Fay, of Poughkeepsie, N. Y., a teacher of considerable experience, and highly recommended for the position. The attendance in 1841-42, the year following the interregnum, was only 76. The published reports of the first commencement over which President Fay presided, speak in warm terms of his urbane and dignified manner, and of "the efficiency and amenity" with which the responsible duties of his office had been discharged. There is, unhappily, some ground for believing that the faculty and President Fay did not work harmoniously. At the meeting of the trustees in August, 1843, the resignation of President Fay was tendered and accepted, though a petition was presented from a majority of the students in college against its acceptance.

#### PRESIDENCY OF REV. DAVID N. SHELDON, D. D.

Rev. David N. Sheldon, then pastor of the Baptist Church at Waterville, was at once chosen president. Mr. Sheldon graduated at Williams College in 1830, studied at Newton Theological Seminary, and had been in charge of a Protestant mission in Paris several years before entering upon the pastorate. He brought to the office of instructor an intimate acquaintance with the French and German languages, a rare accomplishment in those days. In the department of moral philosophy, then as now under the direction of the president, he was able to employ and criticise intelligently the writings of distinguished European scholars. Under his care and with the cooperation of an able and diligent faculty, the college recovered its earlier prestige and attracted students in greater numbers. The curriculum was established with the classics and mathematics in generous courses. The professors who then served the college have all become eminent as educators and filled the higher positions in several universities. They were George W. Keely, unsurpassed as a teacher of mathematics

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<sup>a</sup> In particular, the issues of January 8 and May 13, 1840.



and natural philosophy ; James T. Champlin, afterwards president of the college, who published in 1843 his first edition of "Demosthenes on the Crown," for more than thirty years the text-book generally used in American colleges; Justin R. Loomis, for thirty years president of the University of Lewisburg, Pa., and whose text-books on physiology and geology were widely used ; and Martin B. Anderson, first president of the University of Rochester, N. Y.

Ten years passed in comparative quiet, with the regular work of the New England college of that period and with an average attendance of about 75 students. No considerable effort was made to increase the funds of the college. The income was small, but enough to sustain the life of the institution.

#### SECOND PRESIDENCY OF REV. ROBERT E. PATTISON, D. D.

In 1853 Dr. Sheldon retired from the presidency and Rev. Robert E. Pattison, D. D., who had been so popular as president in 1836-1839, was again invited to that office. He accepted and entered upon his duties the following year. There were occasional changes in the faculty, but in general the affairs of the college proceeded in the uneventful round of well-established duties. Failing health rendered Dr. Pattison's second term also of three years' duration. His administration was marked by the intellectual vigor and devotion of a Christian character of rare excellence. His pupils ever remembered him with affection. He was subsequently professor of theology at Shurtleff College, and in 1874 professor in the Union Theological Seminary at Chicago.

He died at St. Louis in 1874.

#### PRESIDENCY OF JAMES T. CHAMPLIN, D. D.

The trustees were fortunate in having in the faculty James T. Champlin, whose executive ability, thorough scholarship, and sound sense marked him as the man to guide the affairs of the college at this critical period. He was elected president in 1857, and entered vigorously upon his duties. A few sentences of his inaugural address, delivered August 10, 1858, reveal his just sense of the situation, as well as his determination. He says:

Knowing full well, as I do, the history and condition of the college, I do not regard the office as a sinecure. Following a succession of able and learned men, and entering upon my duties at an important crisis in the history of the institution, I see nothing but labor and responsibility before me; and in these, indeed, I find my chief incitement.<sup>a</sup>

Waterville College had need of a president with the courage and industry shown in these characteristic words. Its three buildings were much out of repair, and its invested funds hardly more than

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<sup>a</sup> Champlin memorial, 1890, page 10.

\$15,000. Rev. Horace T. Love was engaged in 1859 to solicit funds for an endowment. He gave up the task after obtaining subscriptions to the amount of \$25,000, and the work was continued with moderate success, at intervals, by Dr. Champlin and some of the professors. Then came the years of civil war, with its demands upon the young men of the nation. The attendance dwindled from 122 in 1860-61 to 62 in 1864-65. Even the small corps of four professors and a tutor could not be supported and it was deemed necessary to dispense with the services of the tutor, Mr. Hobart W. Richardson, whose scholarly example and teaching were thus lost to the cause of education.

It had been thirty years since any considerable improvements or additions had been made to the equipment of the college. The invested funds were now reduced to \$15,000, and this amount was fast melting away. But in 1864 Dr. Champlin was informed that Mr. Gardner Colby, of Newton, Mass., moved by the remembrance of early days in Waterville and of the kindness of Dr. Chaplin, its first president, to his mother and himself, was inclined to come to the help of the college. The result of Dr. Champlin's visit to Mr. Colby was made known when, at the next commencement dinner, with trembling voice he read the following:<sup>a</sup>

WATERVILLE, *August 10, 1864.*

MY DEAR SIR: I propose to give Waterville College the sum of \$50,000, the same to be paid without interest as follows, viz: Twenty-five thousand dollars when your subscriptions shall amount to \$100,000, independent of any from me; \$25,000 when \$100,000 is paid on your subscriptions, not including any from me, and upon condition that the president and a majority of the faculty shall be members in good standing of regular Baptist churches.

If either or any of these conditons are broken the entire \$50,000 shall revert to myself or my heirs or assigns.

I remain, yours, very truly,

GARDNER COLBY.

Rev. J. T. CHAMPLIN, D. D.

The effect of this unexpected announcement upon the friends of the college was electric. In the words of Dr. Bakeman: "Men shook hands and fairly hugged each other in their transports of joy. The hall rang again and again to their cheers. Men saw that this donation meant \$150,000 of endowment. They had faith to believe it would be raised. In this glad hour the long-needed inspiration had come and all things were now possible."

President Champlin and the members of the faculty spent several vacations in a thorough canvass of the State for subscriptions. Nearly \$50,000 was obtained in the form of scholarships of \$600 or \$1,000 each, contributed by churches and individuals. The entire sum was subscribed within about two years. Without Mr. Colby's knowledge and at President Champlin's suggestion the trustees obtained from the legislature, January 23, 1867, an act changing the name of the college to Colby University.

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<sup>a</sup> A Tribute to the Memory of Gardner Colby, Boston, 1879, p. 41.

## COLBY UNIVERSITY.

A new era of prosperity now dawned upon the college. The example and influence of Mr. Colby called forth large gifts from several others. A stone building was completed in 1869 for a memorial hall at a cost of about \$50,000. It contains the chapel, library, and alumni hall. The ground plan of the building is irregular, being 107 feet in its extreme length from east to west, and of variable breadth from north to south, being 62 feet wide on the chapel end and 54 feet at the widest part of the library. The interior is finished in brown ash. The alumni hall has a marble tablet on the east wall inscribed with the names of the 20 college students and alumni who fell in the civil war. This memorial tablet, with a copy in marble of Thorwaldsen's Lion of Lucerne placed in an alcove above it, is the special gift of the alumni as indicated in the Latin inscription:

FRATRIBUS  
ETIAM IN CINERIBUS CARIS,  
QUORUM NOMINA INFRA INCISA SUNT,  
QUIQUE IN BELLO CIVILI  
PRO REIPUBLICAE INTEGRITATE CECIDERUNT,  
HANC TABULAM  
POSUERUNT ALUMNI.

The building is surmounted by a tower 80 feet in height, and was the first memorial building erected after the war.<sup>a</sup>

At the annual commencement in 1870 Gardner Colby, Hon. J. Warren Merrill, of Boston, ex-Governor Abner Coburn, and Judge William E. Wording, class of 1836, each pledged \$10,000, President Champlin \$1,000, and the alumni present \$9,000 more toward a building for the department of natural science, and for other purposes. This building, completed in 1872, received the name of Coburn Hall. It is of firm slate, laid in ashlar, with granite trimmings, the walls being 56 by 48 feet, and 41 feet high. On the first floor is the chemical laboratory and lecture room. The second floor contains the collections in geology and natural history, including the Maine collection of minerals and the Hamlin collection of birds of Maine. There are also four rooms for lectures and laboratory work. Above is a gallery for wall cases of cabinet specimens. The old chapel was remodeled at an expense of \$6,000 into convenient recitation and lecture rooms, and the hour of the first recitations changed from 6 to 8 o'clock a. m., with chapel services at 9. Evening chapel services were omitted. To this renovated building the name of Champlin Hall has since been affixed by vote of the trustees.

The north college dormitory was next taken in hand and the interior woodwork entirely renewed. Steam heating apparatus was intro-

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<sup>a</sup>Services at the laying of the corner stone of the Memorial Hall of Colby University, August 14, 1867, and at the dedication of the same, August 10, 1869.



duced and each room furnished with an alcove bedroom. Eight thousand five hundred dollars were thus expended upon the building, and the name Chaplin Hall bestowed upon it.

All these improvements had been made under the personal supervision of Dr. Champlin, and paid for by subscriptions solicited mainly, by himself. Yet the invested funds had been increased to \$200,000.

President Champlin delivered a historical discourse at the fiftieth anniversary of the college, August 2, 1870, in which he reviewed the early history of the college. Among his writings, published while president, were *A Text-Book on Intellectual Philosophy*, *First Principles of Ethics*, and *Lessons on Political Economy*, each of which passed through several editions.

The last assistance received from the State was a grant of two half-townships of land, February 4, 1864, on condition that the subscriptions to the college which were then being solicited should reach the sum of \$20,000. Hon. D. L. Milliken, of Waterville, a liberal benefactor and trustee of the college, was instrumental in obtaining this grant.

The trustees, in 1871, voted to admit young women to all the courses of study on the same terms as young men.

In July, 1872, President Champlin asked to be relieved from the burden he had carried so long and so faithfully. At the request of the trustees he remained another year and then retired from the service of the college, leaving Colby with an invested fund of \$214,000. The trustees in accepting his resignation adopted the following resolution:

*Resolved*, That in accepting his resignation, the board of trustees would express their gratitude to Dr. Champlin for the long-continued, diligent, and laborious services which he has rendered as an instructor, and for the singular devotedness to the general interests and welfare of the university which he has manifested; and that, in retiring from the office of the presidency, he will bear with him the friendship and good wishes of the board.

Dr. Champlin removed to Portland in April, 1874, and continued to reside there, engaged in literary work, until his decease, March 15, 1882.

#### PRESIDENCY OF REV. HENRY E. ROBINS, D. D.

Rev. Henry E. Robins, D. D., entered upon the duties of president in 1873. He was impressed by the fact that, notwithstanding the improvement in the financial condition of the college, the attendance had for several years hardly averaged 50 students. It had not outgrown a custom which arose while the college was barely maintaining a precarious existence. Many students still preferred to get their best training at Waterville and then go to some larger or older college to graduate. President Robins felt that the Baptists of Maine should be made to see that they could not afford to send their children else-



where to find an education.<sup>a</sup> Inspired by a high ideal of the mission of such an institution, he strengthened for the college its intellectual and moral foundation, and awakened the interest of the denomination in its work. His administration marks an epoch in the history of the college. One of his successors has said that "all the progress of Colby University since his resignation, and all present plans and efforts toward improvement, are developments of the policy which he proposed." Additional elective courses were introduced, and the equipment for instruction made more effective. The south college was entirely remodeled within, the gymnasium was made an important adjunct of college training, and the administration of the library, placed in charge of a paid librarian, was so much improved as to win from Hon. John Eaton, United States Commissioner of Education, who visited the college in 1877, especial mention in his report.<sup>b</sup>

A gratifying increase in the number of students was soon remarked. While only 62 were enrolled the first year of his administration, the average attendance during his presidency was 118, the highest number being 157 in 1879.

Gardner Colby, the honored benefactor of the college, died April 2, 1879. From his estate Colby University received a bequest of \$120,000, making, with Mr. Colby's previous gifts, the generous sum of \$200,000. Of this sum one opportune donation was a pledge of \$500 a year for ten years for the purchase of books for the library. Included in his final bequest was a fund of \$20,000, the interest of which is to be used to assist needy students. President Robins delivered a memorial sermon on Mr. Colby as a baccalaureate address at the commencement in 1879.<sup>c</sup> The arduous labors of President Robins so undermined his health that he was forced to ask a leave of absence during the college year 1880-81, after which he resumed his position, but was compelled to sever his connection with the college finally at the commencement in 1882. Though at once offered a professorship at Rochester Theological Seminary, his health has never permitted him to discharge more than a portion of the duties of the position.

The endowment of the college advanced during President Robins's term of office to \$235,000.

#### PRESIDENCY OF REV. GEORGE D. B. PEPPER, D. D.

Rev. George D. B. Pepper, D. D., succeeded President Robins in 1882, and administered the affairs of the college with great fidelity until failing health led him to resign in 1889. Dr. Pepper had spent the first years of his ministry in Waterville, and had become keenly

<sup>a</sup> A. W. Small, article on Colby University, in the *New England Magazine*, August, 1888.

<sup>b</sup> Report of the Commissioner of Education. 1877, p. cxxxi.

<sup>c</sup> Catalogue of Colby University, 1879-80, Appendix.

interested in the welfare of the college. As professor in Newton Theological Institution, in Massachusetts, and afterwards at Crozer, in Pennsylvania, he had acquired the experience and high reputation which made him the immediate choice of the trustees.

During his presidency the attendance was nearly uniform, averaging 120 per year. He developed and carried out measures for the improvement of the college financially and educationally, all of which contributed to advance it in public esteem. In this period \$200,000 were received by bequest from Hon. Abner Coburn, who died January 4, 1885, after forty years of service on the board of trustees. Col. Richard C. Shannon, who graduated in 1862, presented to the college the fine brick building which bears the name of "The Shannon Observatory and Physical Laboratory." The corner stone of this building was laid with appropriate ceremonies September 26, 1889. The entire cost of the structure, which was borne by Mr. Shannon, was \$15,000. As its name indicates, it is designed to meet the wants of both divisions of the department of instruction over which Prof. William A. Rogers, Ph. D., presided. The lower story consists of a single room 56 feet in length, 30 feet in width, and 16 feet high. This room is completely surrounded by an air space, through which, by means of a Sturtevant blower, air can be kept in circulation, and any desired temperature obtained and maintained for any required length of time. In this room are mounted two comparators for the investigation of measures of length, and other apparatus with which the professor may be pursuing investigations. Additional room for the same purpose is provided in the basement. The whole is heated from a steam boiler, apart from the main building. In the second story are the instruction and lecture rooms, with ample provision for laboratory work in various lines of physical research. The supply of apparatus permits of a great variety of experiments for illustrating and establishing physical laws. The collection includes, among other pieces of apparatus, a Kew unifilar magnetometer, Barrows' circle, Holtz's electrical machine, plate frictional machine, batteries, Ruhmkorff's induction coils, Clark's magneto-electric machine, Morse's telegraph apparatus, Page's revolving electromagnet, a large collection of Crookes's tubes, electrometer, spectroscope, compound microscope, oxyhydrogen lantern, camera obscura, camera lucida, porte lumière, a fine set of apparatus for illustrating polarized light, Lissajous's forks, sonometer, Koenig's apparatus for comparison of vibrations by manometric flames, and a great variety of apparatus illustrating wave motions. The dome of the observatory is admirably adapted to receive the 10-inch equatorial telescope, which is soon to replace the smaller one now in use.

In 1886 the dwelling house on College avenue formerly occupied by Professor Briggs was purchased and prepared for the accommodation of the young ladies attending the college.

President Pepper obtained in 1885 the division of the department of natural history and the establishment of a professorship of mineralogy and geology. While he improved every opportunity of promoting the efficiency of each department of the college, he was careful to leave each officer entirely free to instruct in his own manner. To strengthen the department of history he obtained for the professor a year's leave of absence for university study. At the close of his administration, in 1889, the endowment of the college had risen to \$505,767.

#### PRESIDENCY OF ALBION W. SMALL, PH.D.

The resignation of President Pepper was accompanied by his earnest recommendation that Albion W. Small, Ph.D., professor of history, be appointed his successor. Dr. Small, the first graduate of the college to receive that honor, was accordingly chosen president, and entered upon his duties in August, 1889. His popularity as a professor was soon surpassed by the favor with which he was received as president. Possessing an intimate acquaintance with the conditions and limitations of the college, he addressed himself to the task of extending its influence in the State and perfecting its educational advantages. The number of students increased rapidly to 184 in 1891, a larger attendance than at any previous time in the history of the college. Another dwelling house was purchased and a part of the president's house fitted up for additional accommodations for the large number of young ladies in the college.

#### COORDINATE COLLEGES.

At their annual meeting, July, 1890, the trustees of Colby University, after extended discussion, adopted the following recommendations of President Small:

(a) That the board adopt the purpose of organizing within the university a college for young men and a second coordinate college for young women.

(b) That the conditions of scholarship for entrance to Colby be absolutely identical in the two colleges.

(c) That as soon as the income of the university will permit, instruction in the different branches pursued in common by the young men and the young women be given to the students in each college separately, except in the case of lectures, which would be given to the students of both colleges simultaneously, and excepting also laboratory work, in which pupils are engaged upon individual problems.

(d) That in the further development of the elective system due attention be paid to the expansion of courses likely to be of special attractiveness to members of the one college or the other. I refer, on the one hand, to courses in natural and political sciences, and, on the other hand, to courses in language, literature, æsthetics, and history.

(e) That in case the students in one of the colleges should in any study not be numerous enough to form a separate division, they be admitted to recitation with the corresponding division in the other college.



(f) That in class organization, rank, prize contests, appointments, and honors the members of the two colleges be treated as independently as though they were in distinct institutions.

(g) That the faculty be authorized to begin this reorganization with the class that shall enter in 1890, provided it can be done without additional expense.

#### BOARD OF CONFERENCE.

The plan of placing the students in more direct participation in the government of the college was proposed in President Pepper's administration and the details more fully developed by President Small. The board consists of the president and 2 members of the faculty, 4 of the senior class, 3 of the junior class, 2 of the sophomore class, and 1 of the freshman class. The undergraduate members are chosen by their respective classes, no person being eligible who is under college censure.

The board of conference is strictly for conference, to enable the faculty and the students to cooperate more effectually for the welfare of the college, shall be governed by rules of its own adoption, and meets once in two weeks.

To the committee of students is intrusted the maintenance of order in the dormitories and on the campus, according to the rules approved by the board of conference and in conformity with the published laws of the college.

The rules adopted for the committees of the board are as follows:—

I. Either committee shall be competent to act as a grand jury to investigate and present charges on specific cases. The whole board shall sit as a tribunal to consider each case presented.

II. The committee of students shall be regarded as the authorized medium of communication between the students and the faculty, upon all subjects of common interest which students for any reason prefer to present through representatives rather than individually.

III. The members of the committee shall consider it their duty severally to exert the whole force of their personal influence to discourage any and all acts contrary to the spirit of the college laws.

IV. The members of the committee shall consider it their duty individually to take notice of all complaints lodged with them, and to present the same to the committee of students.

V. Should there occur any violation of those rules which the committee pledge themselves to administer, the committee agree to investigate the facts and, if able, to determine what action is appropriate, and to adopt the same and report it immediately, either to the student concerned, or to the board or conference, or to the faculty, as shall be decided by special rules to be hereafter adopted.

VI. The penalties which the committee of students may have authority to enforce shall be:

a. *Demerits.*—The secretary of the committee of students shall report these, upon blanks provided by the college for the purpose, to the student concerned. At the close of the term, all demerits imposed shall be reported to the registrar of the faculty and shall appear on the term bills.

Demerits to the number of 5 in any term shall place a student under college censure; demerits to the number of 10 in any term shall place a student upon probation; demerits to the number of 15 in any term shall suspend a student from membership of the college for a period to be determined by the nature of the case.

*b. Fines.*—In case of damage to the property of the college or of individuals connected with it, the committee of students shall assess the amount upon the responsible person or persons.

7. Information which reaches the faculty through the committee of students shall not be made the ground of other action against any student than that voted by the board of conference. In no case involving college discipline shall the faculty take action before a meeting of the board of conference shall have been called.

8. The faculty reserve the right to set aside a decision of the board of conference and to resume the initiative in all matters pertaining to college order whenever it becomes evident that the committee of students is unwilling or unable to accomplish the purposes above outlined.

Dr. Small resigned in 1892, having been elected head professor of sociology in the University of Chicago, with a salary more than double that offered by Colby.

#### PRESIDENCY OF REV. B. L. WHITMAN, D. D.

An able successor to President Small was found in the young pastor of the Free Street Church, in Portland, Rev. B. L. Whitman, D. D., a graduate of Brown University. President Whitman entered upon his duties at the opening of the college year 1892-93. The attendance during his first year as president, increased to 206, the first time in the history of the college that the number of students had exceeded 200. Fifty-six young ladies were enrolled in the three classes under coordinate instruction. The gymnasium was enlarged and furnished with baths and modern equipment in 1893, and physical training became an important adjunct to the curriculum. The greatest harmony prevailed between the faculty and the students, and everything betokened a most prosperous administration, when President Whitman suddenly resigned to accept the presidency of Columbian University at Washington.

#### PRESIDENCY OF NATHANIEL BUTLER, D. D.

A second graduate of the college, Dr. Nathaniel Butler, jr., whose father and grandfather had served as trustees of Waterville College, was induced to leave an important position in the University of Chicago to become president of Colby. He entered upon his duties in January, 1896, bringing a wide experience in college instruction and high ideals of the function of the college in the American educational system. Under his competent direction intellectual, physical, and social education each received due consideration. The misleading title of "university," assumed when our country had no real universities, was exchanged in 1899 for that of "college," at his instance.

A subscription to raise \$60,000 for new buildings and other purposes received the approval of the citizens of Waterville at a public meeting called by the board of trade. The desired amount was obtained, Rev. N. T. Dutton acting as financial agent. The alumni chemical hall was erected in 1898 at a cost of \$30,000. A pledge that in due time a building for the women's college should be built and furnished was received from a friend whose name has not yet been made public. Rev. C. E. Owen, after the sudden decease of Mr. Dutton, was given charge of a second subscription of \$60,000, and his appeals have met with a favorable response.

President Butler gradually brought the manifold details and diverse interests of all departments of college activity into harmonious and systematic working order. A marked improvement in college spirit and loyalty was awakened in the student body. His scholarly addresses at many literary and educational gatherings reflected great honor upon the college and made its name more widely and honorably known.

But the University of Chicago, which reluctantly parted with Dr. Butler in 1896, subsequently claimed him to take charge of an important division of its work. His resignation seemed like a public calamity, affecting not only the college but the entire community also, which had through him been brought to take an unusual interest in the welfare of the college. A farewell dinner was given to Dr. Butler by the citizens of Waterville and a silver loving cup presented as a token of their high esteem.

#### PROFESSORSHIP OF BIBLICAL LITERATURE.

Evidence that Colby is gaining strength where firm support is most needed presents itself in the response already made to the suggestion, made in 1891 by President Small, that the Baptist churches of Maine should become responsible for the maintenance of a chair of Biblical instruction. The aims of this department are, first, to offer systematic instruction in the Hebrew and Christian Scriptures, as a body of thought, in definite historic relations; and second, to furnish elective courses in Hebrew which will enable students fitting for the Christian ministry to enter advanced courses in the theological seminaries. At the annual meeting of the trustees in 1892 a department of Biblical instruction was created and ex-President Pepper called to the chair. During the first five years the needs of the department are to be provided for, partly by the effort of the Baptist Young People's Societies of Christian Endeavor throughout the State, partly by private generosity. It is hoped that before the expiration of this period the department can be placed upon a permanent foundation. The college is fortunate in being able to secure once more the services of Dr. Pepper, and it is believed that through his department the claims of higher education upon Christian men and women will be strengthened.



The first courses in university extension work were offered by the faculty of Colby in the academic year 1892-93, with promising success. For the first year the following were offered:

1. Aryan and Semitic languages. Five lectures, by Prof. J. D. Taylor.
2. The history of art. Five lectures, by Prof. L. E. Warren.
3. Astronomy. Five lectures, by Prof. William A. Rogers.
4. Glaciers and glacial deposits. Five lectures, by Prof. W. S. Bayley.
5. Mineralogy. Three lectures, by Prof. W. S. Bayley.
6. History of the French Revolution. Five lectures, by Prof. Shailer Mathews.
7. History of the Reformation. Three lectures, by Prof. Shailer Mathews.
8. Biblical literature. Five lectures, by Prof. G. D. B. Pepper.
9. The classical periods of German literature. Five lectures, by Dr. A. Marquardt.
10. The art of expression in its relation to literature and life. Three lectures, by Mr. G. J. D. Currie.

In addition to these courses, single lectures of a somewhat more popular character are offered, as follows:

11. The city of Florence. By Professor Warren.
12. Daily life in ancient Rome (with stereopticon views). By Professor Mathews.
13. On courses in reading. By Prof. A. J. Roberts.

#### PHYSICAL CULTURE.

Colby College is now well equipped for physical culture. Its gymnasium, enlarged in 1892-93 and furnished with steam heating apparatus, baths, dressing rooms, and baseball practice cage, and lighted by electricity, is among the best in the State. It is well supplied with apparatus for individual and class drill in light and heavy gymnastics, with good running space. An hour daily, four times a week, is required to be given to gymnasium work during the winter term, the last month of the fall term, and the first month of the spring term, under the direction of a competent instructor.

#### GEOLOGICAL LABORATORY.

The geological laboratory is provided with the most important instruments for the study of mineralogy, including a Fuess universal apparatus, a Nachet microscope, two student's petrographical microscopes, and with collections to illustrate the lectures in mineralogy, geology, palæontology, and physical geography. The mineral collection embraces over 3,000 specimens, including many that are well crystallized. The most of these are arranged so as to be readily accessible to students. The palæontological collection includes a suite of the most characteristic American fossils and casts of some of the foreign ones. In the geological cabinet is the State geological collection, intrusted to the care of the university by the Maine legislature; a series of New York rocks, Rosenbusch's set of 490 massive rocks, and 100 European crystalline schists, 300 thin sections of typical rocks, relief maps of volcanoes, apparatus for the preparation of

rock sections, and a Thompson's dissolving Boston Ideal stereopticon. The number of lantern slides at present in use for the illustration of the geological lectures is only 200, but the collection is being added to by purchase. A set of 175 crystal models affords opportunity for the study of crystallography. There are usually also in the possession of the department about three or four hundred thin sections of crystalline rocks (the property of the United States Geological Survey), which are available for the study of special points in the geology of the Lake Superior region.

In the physical geography collection is a set of Professor Davis's paper models, a series of masks of Pacific islanders, and a suite of 325 geological photographs.

#### ART COLLECTION.

Through the liberality of the trustees, alumni, and private friends of the university a collection of works of art has been made and located for the present in memorial hall. This collection consists of portraits of distinguished benefactors and friends of the college, casts of noted pieces of sculpture, and sets of photographs and representations, for the illustration of the lectures on the history of art. Additions are made from year to year and are published with the names of the donors in the annual catalogue.

#### SCHOLARSHIPS.

The university has at its disposal 70 endowed scholarships, amounting to \$76,322. The income of these scholarships, varying from \$36 to \$90 per annum, is devoted to the assistance of worthy students needing aid, under the following conditions established by the board of trustees:

1. The student shall satisfy the committee on scholarships that he is in need of assistance.
2. The student shall be in constant attendance upon college work, unless prevented by reasons satisfactory to the faculty.
3. The student shall be obedient to college laws and duties, and aid will be withdrawn for any and all terms when he is under discipline.
4. No aid shall be granted to any student who uses tobacco or intoxicating liquors, or frequents billiard saloons.

When aid is granted, save in exceptional cases, the amounts in the four successive years are \$36, \$45, \$57, and \$60, respectively. The average is thus nearly equivalent to the charge for tuition.

#### ALUMNI.

The whole number of graduates with the degree of bachelor of arts is 1,015, of whom 44 are women. To these may be added 55 medical graduates and 186 recipients of honorary degrees. The statistics

given in the general catalogue for 1887 show that the 862 alumni at that time had furnished 228 clergymen, 3 governors of States, 39 journalists, 14 judges, 188 lawyers, 8 members of Congress, 14 foreign missionaries, 62 physicians, 8 presidents of colleges, 37 professors in colleges, and 9 city superintendents of schools. Sixty-five volunteered in the civil war of 1861-1865, including Maj. Gen. Benjamin F. Butler and Maj. Gen. Charles H. Smith.

There is a general association of the alumni which holds its annual meetings at Waterville during commencement week. Local alumni associations exist in Rockland, Portland, Boston, Springfield, Mass., and Denver, Colo.

#### LITERARY SOCIETIES.

Two literary societies, conducted by the students, have played an important part in the training of the young men in debate and composition. The first one established was the Literary Fraternity, which was instituted in 1824, and incorporated February 19, 1827.<sup>a</sup> The corporate members were Abraham Sanborn, Sumner S. Rawson, Nicholas Medbury, Samuel McLellan, and Hermon Stevens. The weekly meetings of the society were conducted with much vigor, and a valuable library was accumulated from fees and assessment of its members. The usual order of exercises was, 1, a dissertation; 2, a debate; 3, a literary critique. Nearly all the members of the college joined the Fraternity and shared in its privileges, until the growth of the college called into existence a rival society. This society, which took the name of the Erosophian Adelphi, was incorporated March 28, 1836, the original members being Joseph Russell, jr., Oliver G. Fessenden, Smith B. Goodenow, Benjamin F. Butler, and Nathan W. Oliver. A friendly rivalry between the societies increased the interest in their debates, which were occasionally held in the college chapel. The new society also built up a library, and for many years the patronage of the society libraries far exceeded the use of the college library. Rooms were fitted up in the south college for their convenience. The Erosophian occupied the north side of the first floor in the north division of the building, and the Fraternity similar quarters in the south division. The societies united in the choice of an orator and poet for the evening before commencement day. After the establishment of the Greek letter societies the purely literary societies gradually declined, until they ceased to maintain debates and became merely lending libraries. With the removal of the college library to its present location, and the general improvement in its service and facilities, the interest in the society libraries also died out. The Erosophian, whose members were chiefly from the secret societies, was the first to give up its existence, and turned over its books to the college library in 1876. The

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<sup>a</sup>Catalogue of the Literary Fraternity Society of Waterville College (1847).



Literary Fraternity held its last session September 21, 1878. From these societies the college library received about 2,000 well-selected volumes.<sup>a</sup>

#### GREEK LETTER FRATERNITIES.

The Delta Kappa Epsilon Fraternity established a chapter at Colby in 1845; the Zeta Psi, in 1850; Delta Upsilon, in 1850; Sigma Kappa (young ladies), in 1874, Phi Delta Theta, in 1884; Alpha Tau Omega, in 1892. It is generally conceded that the social and literary advantages afforded by these societies have amply justified their existence. If they have sometimes fostered a spirit of partisanship which has been foolishly exhibited in class elections and general boastfulness, they have also created a bond of lifelong friendship stronger than mere class feeling, and have strengthened the sentiment of loyalty to alma mater. None of these societies as yet own chapter houses, though some of them are working actively to secure subscriptions to enable them to build.

#### THE LIBRARY.

The library consists of over 30,000 volumes and 10,000 pamphlets.

The building is in the form of a Roman cross, the north and south portions being divided into two alcoves each, and the east and west arms into three each. These ten alcoves are admirably adapted to the Dewey decimal system, which is employed for the more minute classification of the contents of the alcoves in the gallery. This classification has not yet been extended to the alcoves on the ground floor, where a general arrangement by alcove and shelf is used. The whole is thrown open to visitors, who are granted free access to the shelves. This plan has been attended with highly favorable results, and very slight losses or inconvenience. A card catalogue has been prepared, following Cutter's rules with slight modifications.

The upper shelves of the library are used for the Congressional documents, of which there is a file from the Fifteenth Congress. These are arranged for ready consultation in the alcoves by the unit figure of the number of the Congress. Thus the eighth alcove contains, first, the documents of the Eighteenth Congress, then of the Twenty-eighth, Thirty-eighth, Forty-eighth, in regular order.

The interior of the library is finished in native brown ash, with floors of Southern pine. A gallery passing entirely around the library is supported on iron brackets, and provides access to the upper alcoves. The room is adorned with portraits of eminent graduates and teachers, and with several portrait busts and casts from the antique.

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<sup>a</sup> Catalogue of the Erosophian Adelphi of Waterville College, 1861.

Near the center of the room, on a pedestal of polished red Calais granite, is a marble bust of Milton, the work of the Maine sculptor, Paul Akers. It was presented to the library by the late H. W. Richardson, of Portland, and other alumni.

The library is very generally used by the students, who draw about 6,000 volumes annually. In the work of preparing themes for class exercises much elasticity is given to the ordinary rules, which only allow three volumes to each student at a time. Prompt return of books not actually in use is required. An assistant has charge of the delivery desk during a part of the day. All the other library duties are performed by the librarian. The office of librarian was attached to that of the professor of modern languages from 1873 until 1891-92, when the entire time of the librarian was assigned to library and registrar work with a professor's salary. The assistant has received \$200 per annum from a benefactor of the college. The purchase of books is provided for by the income of a library fund of \$2,000, and by an annual appropriation by the board of trustees, usually of \$500. The library also receives frequent donations from alumni and friends, which increase the annual accessions to about 800 volumes.

A reading room is maintained by an association of the students, and is under their management. The college provides a suitable room on the ground floor of the south college building. Other expenses are borne by the students. The room is open every day, and at all hours. Magazines are taken by the library and loaned from there. The reading room is devoted to newspapers.

#### STUDENTS' PUBLICATIONS.

The Colby Echo is published fortnightly by the students during the college year, and in 1892 was in its sixteenth volume.

The Oracle is an annual volume published by the students during the third term. The young ladies share in the editorial labors.

#### EXPENSES.

Following is an estimate of the principal items:

	Per annum.
Tuition .....	\$60.00
Room rent, one-half of a room .....	12.00
Incidentals .....	18.00
Books .....	12.00
Fuel .....	15.00
Light .....	2.50
Board (thirty-seven weeks at \$2.25 in clubs) .....	83.25
Washing .....	12.00
Furniture (cost averaged upon four years) .....	14.00
Sundry other expenses .....	5.00
	<hr/> 233.75

When two persons occupy one room, the charge for room rent is from \$12 to \$18 per annum, according to the location of the room. Room rent for a single occupant is from \$21 to \$30.

About 75 per cent of the students receive a scholarship allowance of nearly \$50 annually toward the payment of their term bills.

FACULTY OF INSTRUCTION, 1892-93.

Rev. Beniah L. Whitman, A. M., president, Babcock professor of intellectual and moral philosophy.

John B. Foster, LL. D., professor of the Greek language and literature.

Edward W. Hall, A. M., librarian and registrar.

William Elder, A. M., Sc. D., Merrill professor of chemistry.

Julian D. Taylor, A. M., professor of the Latin language and literature.

Laban E. Warren, A. M., professor of mathematics and lecturer on art, secretary of the faculty.

Rev. George D. B. Pepper, D. D., LL. D., professor of Biblical literature.

William A. Rogers, Ph. D., LL. D., professor of physics and astronomy.

William S. Bayley, Ph. D., professor of mineralogy and geology.

Shailer Mathews, A. M., professor of history and political economy.

———, professor of rhetoric.

Arthur J. Roberts, A. B., assistant professor of rhetoric.

Anton Marquardt, Ph. D., instructor in modern languages.

Norman L. Bassett, A. B., instructor in Greek.

George J. D. Currie, instructor in elocution and gymnastics.



## Chapter VI.

### BATES COLLEGE.

By Prof. JAMES A. HOWE, D. D.

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Bates College is one of the youngest of New England colleges, and next to the youngest of the four Maine colleges. It was started in 1863, and chartered by the legislature of the State in January of the next year. Viewed in respect to the time and place of its beginning, it will be seen that its projectors undertook a work of no little difficulty.

#### DIFFICULTIES OF FOUNDING A COLLEGE IN NEW ENGLAND.

The territory of the six Eastern States, compared with that of some single States in other parts of our country, is small. Within this territory, in 1863, 14 colleges existed—2 in Maine, 3 in Vermont, 1 in New Hampshire, 6 in Massachusetts, 1 in Rhode Island, 3 in Connecticut. Into this somewhat exclusive set a new college comes much like an intruder encroaching on vested rights. Especially if the newcomer can not show itself to be well endowed at the outset is it challenged to answer how it can expect to stand on an equality with institutions of age and repute, or to perform any service for society not already taken in charge by abler hands. The young college must of course enter more or less into competition with the older colleges for patronage, and at a great disadvantage, for they are strong in the friendship of a numerous and illustrious alumni, have a full, able, and liberally paid faculty, are rich in libraries, cabinets, and other means of culture, with grounds and buildings, class rooms, halls, and groves hallowed by scholarly associations, and for their invaluable services have become endeared to church and state and the whole commonwealth of letters, and therefore can present attractions altogether wanting in nascent institutions, where everything is new and fresh, if not meager and incomplete.

It is true that, on the other hand, there are some considerations serving in a measure to counteract these powerful competitive influences; for all the attractions of college halls do not stand to the credit of age, else newcomers would be entirely shut out. The customs, traditions, methods, and spirit dominating an old institution may

too much respect the past, and may consequently lack adaptation to the intellectual and moral interests of students of the present day. Besides, the energy, flush, and freedom of youth may make liberal compensations in the class room for whatever flavor of antiquity may be wanting there. The disadvantages under which the new college starts on its career may also be lessened if it adopt some one special line of instruction and have at the beginning a rich foundation.

But let it propose to be of the same general character as that of other colleges; let it begin in poverty, depending for support and equipment on funds to be gathered here and there by personal solicitation, and largely from persons of small means; let it aim to secure and retain, on meager salaries, a full and able faculty, and, while half furnished, to win the confidence of the public and attract students to an alma mater without children, then the difficulties it would have to meet would be precisely those confronting the founders of Bates College as they began their work. Only by their uncommon faith and courage were they able to give pledges to the friends of education that, in spite of the magnitude of the undertaking, their efforts to build a New England college worthy of a place among sister institutions should be carried to success.

They saw that certain educational wants in New England were not met by any existing college; that, in some special directions, a need existed that only a new college could supply. Believing also in the leadings of Providence in the matter, they commenced the work and stood ready to give to every man a reason for calling the college into existence.

#### RAISON D'ETRE.

I. *Denominational need.*—The primary object of the projectors of this enterprise was to provide the Free Baptists of New England with a college of their own. In 1863 this denomination, with its 500 churches, 30,000 church members, and thrice or four times that number of church attendants in New England, had no college east of Hillsdale, Mich. Several small academies and two large seminaries of a higher grade constituted its New England educational equipment. From these schools classes of young men were annually sent to colleges controlled by other denominations.

Among the Free Baptists at this time no popular demand for the college existed; only a great need and a great possibility. Indeed, its projectors expected to meet no little denominational opposition; but they knew that if the college were once secured the effect of the denomination ownership would be to awaken interest in it, to make the churches centers for advertising its claims and the ministers agents for searching out students and putting them on the way to its halls. They knew, also, that many young people who otherwise would never be reached by a call to enter on a thorough course of study

would now come under a special pressure to fit for college and begin the pursuit of learning. Within the denomination, therefore, it was plain that room and reason enough for the college could be found. But patronage from this source alone promised, at best, to be comparatively small. For any wide influence on society the college required a larger constituency; and another large class remained needing, if not asking, for its aid.

II. *Coeducation*.—Prior to 1863 no college in New England had opened its doors to her sons and daughters alike, nor had opened them to her daughters at all. Against the principle of coeducation old customs, traditions, and inherited prejudices were stoutly arrayed. If a college should come forward, accepting the hazard of the experiment, and admit young women to its classes on the same terms as it did young men, it would certainly find, in time, its intelligent and generous action appreciated and secure the honor of first answering this peculiar need. If Bates could find no other reason for its existence, it certainly could find one here, and one that would later come to be approved by other New England colleges.

III. *Indigent students*.—Another aim that Bates had in view was to meet the wants of students compelled to work their way through college. By the standards of the poor, the scale of expenses in most institutions was high and to many a youth disheartening. However willing to exert themselves, the sons and daughters of farmers and mechanics saw no reasonable prospect of earning enough money to cover the expenses of a four years' course of study, in addition to the expense of three years of preparation for it.

It is generally admitted that college expenses tend to increase with the age and wealth of the college. In most colleges, therefore, funds are specially provided for directly assisting poor students. But charity coming in this way, however delicately given, chafes the spirit of the beneficiary. American students prize their independence and demand the right to meet their companions as equals. The founders of Bates thought that there was need of a college where, without loss of self-respect or social standing, poor young men and women could get on, pay their bills, and reach graduation the peers in all respects of other students, if only peers in character and scholarship.

IV. *Local support*.—The location of Bates promised to secure it the attendance of a large number of students of both sexes from the homes of Lewiston and Auburn. It was to stand in the midst of more than 30,000 people. To the young people of its neighborhood a college presents an object lesson on the value of an education. The sound of the college bell, the sight of the grounds and buildings animate with student life, the worth of college training shown in public declamations, debates, and other rhetorical and literary exhibitions, together with the inspiring scenes of class and commencement days, powerfully appeal to the youth living in the vicinity of a college to



join with their equals in age in pursuit of the best things of life. Bates saw before it a great opportunity to diffuse intelligence and culture in society at its doors.

V. *The general public.*—In addition to serving the wants of the special classes named the college found room enough to do no inconsiderable work for the cause of higher education, irrespective of any special class. By maintaining a decided moral and Christian character, and by securing a reputation for the quality of instruction given, the college might reasonably expect that parents would often choose to intrust to it, rather than to others, the training of their children.

In view of all these considerations, it was evident that New England had left a large place vacant in her educational work for Bates College to fill. Its originators could reasonably count on adequate patronage, increasing from year to year, if they went forward and called the college into existence.

#### THE BEGINNING OF THE COLLEGE.

*The Maine State Seminary.*—The college was developed from the Maine State Seminary and succeeded to its lands and buildings. Hence it is necessary to give some account of the latter institution. The seminary was started by the Free Baptists of Maine and was chartered by the State in 1855. The legislature appropriated to it at that time \$15,000 on condition that its friends would raise an equal sum.

After the purpose to open the school was formed, but before it was begun or its location fixed upon, many Maine towns, appreciating the advantages it would bring to them, made strenuous efforts to secure it. China, South China, Hallowell, West Waterville, Unity, Vienna, Pittsfield, and Lewiston competed for the prize. It was finally given to Lewiston in view of an agreement on the part of the town to raise \$10,000 for the seminary and to provide it a site worth \$5,000. Of the money received from the State, \$10,000 was required to be set aside as a fund; the remainder could be used for any purpose needed. The conditions of the State grant having been met by the payment of the pledges made by the citizens of Lewiston, the seminary was enabled to start with a capital of \$30,000, a sum steadily increased by many private gifts.

On a well-chosen site two buildings were erected, called, respectively, "Parker" and "Hathorn" halls. The former is a brick dormitory, 147 by 44 feet, three stories high, divided into two distinct apartments, with dining halls and a basement. This building was named in honor of Hon. Thomas Parker, of Farmington, Me., the largest individual contributor toward its construction. The latter hall is a beautiful brick building, 86 by 50 feet, containing the chapel, recitation and society rooms, cabinet, and library. Its name com-



memorates the liberality of Mr. and Mrs. Seth Hathorn, of Woolwich, Me., who gave \$5,000 toward the erection of the building. Another dormitory like Parker Hall, and designed to balance it on the opposite side of Hathorn Hall, was included in the original plan, but was never built. In September, 1857, the seminary began the work of instruction. One hundred and thirty-seven students were in attendance, 83 gentlemen and 54 ladies. The corps of instructors consisted of Rev. O. B. Cheney, A. M., principal; Miss Rachel Symonds, preceptress; George H. Ricker, A. M., John A. Lowell, A. M., Miss Jane W. Hoyt, and Miss Mary R. Cushman. Three courses of study were taught: A classical course, fitting students for college; a ladies' course that, omitting Greek, went beyond the classical course in Latin and included modern languages, mental and moral philosophy, and other advanced studies; an English course, designed especially to meet the wants of students looking to a business life.

The seminary took high rank among institutions of its kind. That it placed scholarly ideals before its students appears from the fact that until it was transformed into a college it graduated on an average each year a class of 12 fitted to enter college, while 41 young ladies took the full course of study in their department. It was very natural, therefore, that the thoughtful teachers of the seminary should begin to question the wisdom of Free Baptists in maintaining the seminary as a source of supply for colleges of other denominations.

*The originator of the college.*—As the seminary largely owed its rise to its principal, so even more did the college. In the autumn of 1854, while Dr. Cheney was pastor of the Free Baptist Church in Augusta, Me., Parsonsfield Seminary, at that time the only Free Baptist school in the State, was destroyed by fire. At once Dr. Cheney conceived the idea of substituting for it a higher seminary in a more central location. Taking others into his counsels, and ably seconded at every step and sometimes led by Rev. Ebenezer Knowlton, Dr. Cheney brought to pass most of the measures and largely secured the means by which the Maine State Seminary was founded and carried to a good degree of prosperity. Meanwhile other ideas grew upon him, and a larger plan took shape in his mind. He saw the opportunity, felt the necessity, and pressed the subject of using the seminary as the foundation of a college. At the annual meeting of the trustees of the seminary, in 1862, 16 of its young men presented a petition to the board for college instruction to be provided them in the institution. In anticipation of the inevitable change the right of the seminary to enlarge its scope and to confer college degrees had been obtained from the State by Dr. Cheney on conditions, however, as yet unmet. His next step was to request the trustees to add to the seminary a college department.

The trustees were not ready to adopt so bold a measure. To the petitioners they replied that they dared not assure them that their

request would be granted, but advised them to consult with their teachers in respect to prolonging the course of study in the seminary.

The trustees hesitated, with good reason. They questioned their ability to secure funds sufficient to give a college any standing or worth. For the year just closed the regular income of the seminary was less than \$6,000. The institution had but two buildings, and the chapel in Hathorn Hall was not finished. The assets over liabilities, exclusive of land and buildings, were only \$12,000. It was also known that the Free Baptist educational interests, centered in New Hampton, N. H., divided the sympathies of the New England churches and would prevent a concentration of denominational effort at Lewiston. Already a tripartite agreement concerning the way money should be raised in the churches between the theological school and the literary institution at New Hampton and the Maine State Seminary, aiming to become a college, had been proposed and was under advisement.

Notwithstanding these objections, after canvassing the subject for twelve months, at the next annual meeting, in July, 1863, the trustees unanimously voted "that the seminary be hereafter known and called by the name of Bates College," and that application be made to the next legislature for a college charter under that name. This vote meant that during the year friends of education in and out of the denomination had been approached upon this subject and that there appeared to be a reasonable prospect of success in the attempt to found a college. Prior to the annual meeting of the board two special meetings had been held—one in February, at Augusta—to take action on certain generous proposals received from some wealthy gentlemen of Boston who were interested in the business enterprises of Lewiston. Encouraged by this unexpected and liberal promise of help in an attempt to enlarge the institution, the trustees resolved to go forward in that direction. At a second special meeting of the board, in May, at Lewiston, the vote was taken to commence a college course in the fall and to put an agent in the field to solicit funds for this object. The annual meeting in July reaffirmed and clinched the vote of the May meeting.

The offers of aid that came to the trustees from outside persons were secured by the activity of Dr. Cheney. He was the head and front of this enterprise, and was the secret, when not the manifest force back of almost every movement in its favor, and it was chiefly due to his faith and determination, courage and persistency, that the desired result was finally reached. He believed in Lewiston as a favorable place for such an institution, and was convinced that if it were of a high grade, and were managed in the interests of poor students, and of students of both sexes, patronage would flow to it. He knew, also, that his denomination would gladly second an attempt to plant a college of its own if men of wealth were found ready to aid it by their benefactions.

*An honored name.*—Providentially, at this time, several of such men had large sums of money invested in Lewiston, who, both for the sake of the city and for the cause of education, had taken a generous interest in the seminary. Foremost of these was Mr. Benjamin E. Bates. Philanthropic and Christian in spirit, and possessed of great wealth, he had cherished the thought of devoting a good part of his means to the benefit of mankind through an institution of learning. Taking the seminary into his favor, he encouraged the project of changing its character. In 1863 he offered to give the trustees \$25,000 if they would raise \$75,000 toward making it a college. The next year he made them the munificent offer of \$75,000 more on condition that they would raise \$25,000. These conditions having been met, Mr. Bates paid the college \$100,000 and became its earliest most liberal benefactor.

In view of his first proposition, the trustees voted that the college should bear his name, an honor as unexpected by Mr. Bates as it was deserved. For in this, as in all his many subsequent favors to the college, Mr. Bates was governed by disinterested philanthropic and Christian motives. He understood the value to our country of Christian colleges, and looked upon the opportunity of aiding a small denomination to found such a college as a happy way of executing one of his benevolent intentions. It may be questioned if he could have found for his money a wider field of usefulness. To his distinguished liberality in thought and deed the college owes its existence; for without his benefactions the labors of Dr. Cheney would have been unavailing.

*Other details.*—In 1864 the trustees secured from the legislature of the State an act changing the name of the Maine State Seminary to that of Bates College, and declaring that all the property of the seminary should become the property of the college the same as if the college and seminary were one. In addition to this the State made a grant of land to the college, valued at \$20,000. This grant was accompanied by the provision that the State should control ten scholarships in the college, giving free tuition to as many needy students, the children of soldiers falling in the war having the preference.

The course of study adopted was made very similar to that of other colleges in New England. Invitations to enter the freshman class were sent out. The terms of admission were not made low for the sake of attracting students. It was determined by the government that the college should be of the same grade as that of the older colleges about it.<sup>a</sup>

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<sup>a</sup> It is interesting to notice what were the standard requirements for admission to New England colleges in 1863, as shown by the first Bates catalogue:

*The terms of admission.*—Latin: Virgil's *Æneid*, 9 books; Virgil's *Bucolics* and first two *Georgics*; Hanson's *Cicero*, *Sallust*, and *Cæsar*; Arnold's *Prose Composition*, 24 exercises; Andrews and Stoddard's *Latin Grammar*. Greek: *Xenophon's Anabasis*, 5 books; *Homer's Iliad*, first book; Greek grammar. Mathematics: Arithmetic; Algebra, first six sections, Smyth. English: Ancient and modern history; ancient and modern geography; English grammar.



Sixteen joined the first freshman class, of whom 8 continued through the course. At the end of the first four years the classes stood: Seniors, 8; juniors, 7; sophomores, 9; freshmen, 24; total, 48.

The first catalogue of the college gave the faculty as follows:

Rev. Oren B. Cheney, A. M., president.

Levi W. Stanton, A. M., professor of Greek language and literature.

Selden F. Neal, A. M., professor of mathematics.

Jonathan Y. Stanton, A. M., professor of Latin language and literature.

Horace R. Cheney, A. B., tutor in Latin and mathematics.

In 1865 Professor Neal and Tutor Cheney resigned, the former to enter upon the practice of medicine, the latter to begin the study of law. The next year Prof. L. W. Stanton accepted the principalship of an institution in Byfield, Mass. The places thus vacated were filled by temporary instructors and by the permanent professors of whom mention is made in another place.

*College and seminary separated.*—When the college opened the seminary became a department of it, having an equal right to Parker and Hathorn Halls, the library and apparatus. As the college classes grew the mistake of associating in this way students of all grades of advancement began to be recognized, and a complete separation of the college and seminary came to be a necessity. Hence in 1867 a site now within the college campus was selected, and a commodious brick building 100 by 43 feet, 3 stories high, was built at a cost of \$30,000. Here the next year the seminary took up its abode as an independent school, under the control of its own faculty and board of trustees. By a new seminary charter that had been obtained the college was required to pay the seminary not less than \$40,000 nor more than \$50,000.

*The Latin school.*—Three years prior to this separation the college preparatory class in the seminary had been formed into a distinct body of students called the Latin school, having for its special work to fit students for college. Without involving any immediate change in the character of the institution, this action had the effect to bring this department into special prominence and to make it attractive to the ambitious student. The influence of the college upon the seminary was generally recognized to be in favor of the Latin school as of the first importance; therefore the latter soon came to be the heart of the institution. Ere long the idea of discontinuing the seminary in the interests of the Latin school was broached. Hence it came about that the next year after the seminary took possession of its new building the ladies' department was given up, or rather was presented, together with \$5,000, to the Maine Central Institute, a new Free Baptist school in Pittsfield, Me. The Latin school was retained, and with the remaining property of the seminary was transferred to the trustees of the college. Then as the last step the charter of the seminary was surrendered.



The endeavor to carry on the seminary in connection with the college, after the manner of not a few successful institutions in the West, had proved unsatisfactory and was wisely abandoned.

The various changes through which the institution passed before its final state was evolved were not made without some opposition. Ardent friends of the seminary in the name of which the enterprise was begun were not at first all ardent for the college, and some of them viewed its absorption of the property of the seminary and its willingness to have the seminary given up as wanting in good faith. Time, however, vindicated the wisdom of the trustees and changed this feeling into one of cordial acquiescence in all the measures adopted and of open approval of the results effected.

The college was now in a fair way of enlargement and prosperity. Its friends multiplied rapidly and generously remembered its needs. There was a steady increase in patronage, the catalogue of 1866-67 showing in the first four classes 48 students; that of 1869-70 showing 77.

#### THE COBB DIVINITY SCHOOL.

The Maine State Seminary was discontinued at the close of the summer term in 1870. The next autumn the college government opened in its vacated building a theological department, the Latin school having moved into a new building especially erected for it.

The first charter of the college allowed instruction to be given in law, medicine, and theology, but expressly prohibited the opening of a distinct school in either of those branches. But after obtaining a new charter with this restrictive clause left out, the young college, notwithstanding all that was upon its hands, assumed the further responsibility of sustaining a theological department.

To understand the clauses of this act reference to some denominational matters of that day must be made.

In 1870 the Free Baptist Education Society was supporting a theological school at New Hampton, N. H. For several years prior to this an effort had been going on to give the school a more complete equipment, but had thus far met with limited success. A better location, a suitable building, more men in the faculty, and additions to the library were imperatively demanded. The opening of the college, necessitating as it did a thorough canvass of the churches for funds, seriously interfered with the endeavor to find means for improving the condition of the theological school. The trustees of the college had from the first carefully sought the approval of the Free Baptist Education Society upon their great undertaking, and were now in communication with its officers to prevent any collision of methods or measures. After much discussion negotiations for the removal of the school to Lewiston were opened, and were carried almost to completion. The society went so far as to agree to make this transfer

and to pay the income of its funds (\$42,000) toward the support of the school on condition that the college provide a building for the exclusive use of the school and add two men to its faculty, the men to be nominated by the society and elected by the trustees of the college. It was further stipulated that two-thirds of the college corporation should consist of persons connected with the Free Baptist denomination. To these terms the college authorities at the annual meeting in 1870 voted to accede, and then adjourned for one month in order to give the society time to select men for the additional professorships. But meanwhile the project was critically examined by leading men in the denomination. Complaints that had to be respected were made against it on the ground of its giving undue control of the school to the college. Hence when the corporation reassembled in July President Cheney represented to it that the measures agreed upon as a basis of cooperation with the education society were not satisfactory to many, and were likely to create a prejudice against the college among some of its proper friends and patrons. On his recommendation the trustees reconsidered their action and voted to start a theological school of their own. They accompanied this action with a request for the education society to surrender its school and to appropriate the income of its funds in aid of beneficiaries studying for the ministry, giving only the use of its library to the new institution. The college agreed to open its school in the autumn with three men in the faculty, and to add a fourth within three years. Rev. John Fullonton, D. D., and Rev. John J. Butler, D. D., professors in the former school, were elected to chairs in the new, and Professor Hayes, of the college faculty, was appointed to teach temporarily in both departments.

Readily accepting this surprisingly liberal offer, the education society took the steps asked of it, and left the way clear for the college to initiate its new enterprise. The school opened at the beginning of the fall term of the college with fourteen students present. Professor Fullonton taught Hebrew and ecclesiastical history; Professor Butler, theology and homiletics; Professor Hayes, English and Greek exegesis. In 1872, Rev. James A. Howe, D. D., was added to the faculty as professor of theology, and Thomas Hill Rich, A. M., as professor in Hebrew. The next year Professor Butler accepted a call to a professorship in the theological department at Hillsdale College, and Professor Hayes was retained permanently in both departments. In 1890, Rev. Alfred W. Anthony, A. M., took the chair of New Testament exegesis and criticism.

Owing to the death of Professor Rich in the summer of 1893, and the retirement from teaching at the close of the fall term of that year, on account of age, of Professor Fullonton, Rev. Herbert R. Purinton, in June, 1894, was made instructor, and in June, 1895, professor in Hebrew and church history. At the former date, Professor Hayes,

also, was, by his consent, taken from the college department and made professor of apologetics and pastoral theology, in the theological department. At the same time Professor Howe was elected dean of the school.

Before the commencement exercises of 1894 were over, the announcement was made that Dea. L. W. Anthony, of Providence, R. I., one of the trustees, purposed to give to the college, for the exclusive use of the divinity school, a new building. It is a commodious and attractive brick building, 51 by 86 feet, three stories high, with large attic rooms, called "Roger Williams Hall," in memory of Mrs. Britannia Franklin Anthony, a lineal descendant of Roger Williams.

Since the divinity school has been in operation the annual average attendance has been 21. About 30 per cent of the students have been college graduates.

In 1887, the name of the theological school was changed to that of Cobb Divinity School, in recognition of the catholic spirit and generous act of Hon. J. L. H. Cobb, of Lewiston, in giving to the institution \$25,000. Probably this is the only instance in our country of a divinity school of one denomination named in honor of a member of another denomination. This donation, joined with others especially contributed for the divinity school, has secured to it a foundation of its own nearly sufficient for its entire support. The interests of the Free Baptist churches in New England were appreciably promoted by uniting their divinity school with their college; and the college, in turn, has been benefited even more, both because its right to appeal to the churches has thus been reenforced, and because through the divinity school the college has become more widely advertised and become more exclusively a center of denominational attraction.

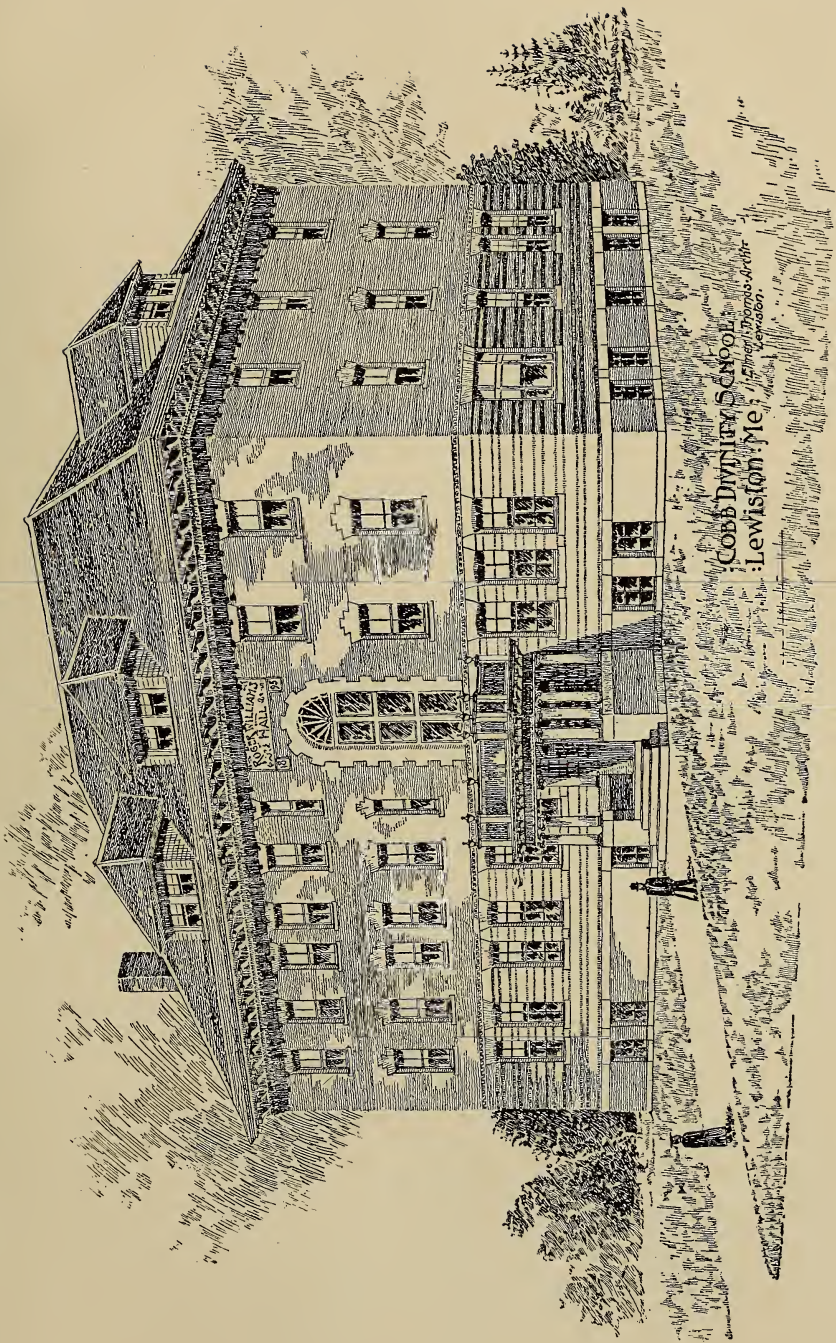
#### GROWTH OF THE COLLEGE.

The decade from 1870 to 1880 was one of steady growth in patronage. The catalogue of 1879-80 shows a total of students in the academical department of 141, or nearly double the number of ten years before. During this time, also, four men were added to the faculty—in 1872, George C. Chase, A. M., professor of rhetoric and English literature; in 1873, Rev. Uriah Balkam, D. D.,<sup>a</sup> professor of logic and

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<sup>a</sup>At the time of his election Professor Balkam was a retired clergyman, who had been pastor of the large Congregational Church in Lewiston. In view of his scholarly attainments Professor Stanton conceived the idea of connecting him with the college, and solicited money in the city, principally from the members of Dr. Balkam's former parish, toward endowing the chair of logic and Christian evidences for his occupancy. This effort was so far successful that in the autumn of 1873 Dr. Balkam began his work as an instructor, taking for that year the classes of Professor Hayes, who was studying abroad. On the 4th of March, in the next spring, while riding to the college to meet his class, Professor Balkam was thrown from his horse and instantly killed. His death brought upon the college the loss of a teacher of superior ability and scholarship, who was adding greatly to its attractiveness and worth.







Christian evidences; in 1875, Oliver C. Wendell, A. M., professor of astronomy; <sup>a</sup> in 1876, John H. Rand, A. M., professor of mathematics.

The library and apparatus were increased by annual appropriations from the college treasury, \$600 being a standard sum of expenditure for them. The cabinet collections were enlarged both by occasional purchases and by valuable gifts from friends.

The external appearance of the college was not forgotten. A lot of land separating the site of the Divinity School from that of the college was purchased at a cost of \$13,838 and added to the campus. The gymnasium was built and partly equipped at a cost of \$4,000; a building for the Latin school was constructed at a cost of \$7,000; and a house for the president bought for \$15,000.

This increase of land and buildings, of facilities, of students, and professors indicated to the public a healthful development of the college and an intelligent adjustment of its affairs to secure its present and future interests.

But during this period there was written an altogether different chapter of its history. In spite of these appearances of prosperity for a period of fifteen years beginning in 1870 the college was subjected to a financial storm of increasing severity, threatening the destruction of the institution.

#### STORM AND STRESS.

The first necessity of a college is income. Inexorable are the demands for it. Buildings, students, professors, are of no avail without it. A college must have money, and that in a liberal measure. Starting on an inadequate foundation, Bates at once had to begin a struggle for existence. With its expenditures brought down to the lowest figure consistent with any degree of growth, still they would, year by year, stubbornly overrun the receipts. The gifts of its friends were numerous, but inadequate to make good the deficiency in the regular college income. According to the settled policy of the college to secure its advantages to poor students, the tuition was kept at \$36 a year, the lowest in any New England college, and in many cases the tuition was freely given to the student for his entire course. The room-rent receipts from Parker Hall, the only dormitory, did not net 4 per cent on its cost. The remaining and principal source of revenue, the endowment fund, in 1869, the year before the divinity school was opened, when swelled by room rent, tuition, and all gifts for current expenses, allowed expenditures to exceed receipts by the sum of \$2,567. But when the trustees dared to add to their already heavy responsibilities the support of a theological school, they saw a reasonable prospect of an immediate increase of the resources of the college. Instead of any increase, however, the year of opening the divinity school was signalized by the failure of two generous patrons

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<sup>a</sup> Professor Wendell, on account of ill health, was compelled to retire from the college at the end of his first year.



of the college, involving a loss to it of \$25,000. The support of the theological faculty, together with that of the increased college faculty, augmented by the outlay for improvements before noticed, soon carried the aggregate excess of expenditures over income to an alarming extent. In 1876 the floating debt amounted to \$81,292. The next year it was \$5,000 more, while the invested funds of the college were reduced to nearly \$120,000. The outlook of the institution grew more and more menacing, except as relieved in a measure by promises of aid.

By another characteristically generous act Mr. Bates early came to the assistance of the struggling institution. On February 21, 1873, President Cheney received word from him that if, within five years, the college would raise \$100,000, he would give it an equal sum. At the same time the college was encouraged to expect that half the amount required of it would come from another friend. Hence, with \$50,000 to raise, the college went zealously to work. Its needs were too pressing to admit of delay. To help secure the offer of Mr. Bates the Free Baptist Education Society subscribed \$25,000. In a little more than a year, by strenuous solicitations, the subscription called for by the college was, to the great joy of its friends, declared complete. Then it was found that, owing to the prevailing business depression, the anticipated gift of \$50,000 would not be paid. Hence the raising of this large sum was thrown back upon the college.

The field open to appeals for Free Baptist enterprises was limited, at best, and this field had just been canvassed. The stagnation of trade increased the difficulty of soliciting money in that or in any field. The endeavors of the college to accomplish its object were tireless and heroic. The very life of the college seemed to depend on getting this promised fund. A donation of \$10,000, made by President Cheney at the commencement in 1876, finished the subscription. Again there was great rejoicing. But again great disappointment was met. In view of the general prostration of business, the payment of Mr. Bates's subscription was delayed. Meanwhile, some of the pledges made toward securing his offer suffered from the financial distress of the times. Hope was deferred, and before the matter was settled, on January 14, 1878, within five weeks of the limit of time allowed for meeting the terms of Mr. Bates's proposed gift, he suddenly died.

The college fully realized that to deal with the law was not to deal with a personal friend. Therefore it carefully reviewed its subscription list, converted unsettled pledges into cash or legal notes, and, with the utmost confidence in the validity of its claim against Mr. Bates's estate, awaited the day of settlement. By means of a bequest of \$40,000 that fell to the college in 1874 it could show that in the given time it had raised in notes, cash, and other securities \$143,785. The legality of the claim was doubted by the executors of Mr. Bates's will, and the court sustained them in their doubts.

It was not until five years after the death of Mr. Bates that the case was finally decided, when the college found itself nonsuited. The decision of the supreme bench rested on a point not considered by either party in the trial. The gift of the education society unfortunately carried with it the condition that the money should be available for the use of the college so long as the teachers supported by it, in whole or in part, "should be approved by the executive committee of the society." No evidence was offered to show that on these terms Mr. Bates accepted this money as a permanent gift to the college. Hence, by not allowing this sum to stand and by ruling that legal notes could not be counted as "dollars" raised, the court decided that the conditions of Mr. Bates's pledge were not fulfilled, and that his estate was not holden.

Notwithstanding this opinion, the effort to meet those conditions did bring to the college treasury \$100,000, and proved to be the salvation of the institution. But while the funds were increased by this amount on the one hand, they were diminished on the other by the amount of many annual deficits, and still remained obstinately insufficient.

The poverty of the college during this period rested heavily on the faculty. For twelve years they had each sacrificed a fifth of their salaries toward keeping down the debt. At their request Professor Chase was induced to act as an agent for the college during vacations. His efforts were especially valuable. By his labors, in connection with those of the president, it came about that in 1884 the treasurer's books for the first time since 1868 showed, on current expense account, a slight balance on the right side. The expenditures were \$18,729.28, the income \$18,800.80, a visible balance of \$71.52. But so small a balance is with difficulty kept from shifting sides. The next year the familiar story was repeated, a deficit of \$840. While the current expense account may be said to have been brought within control, the permanent fund did not always show a stability in harmony with its name. In 1884, for instance, two notes, valued at \$12,000, belonging to that fund, became worthless; on the other hand, during the same year \$5,000 were added to it. With all debts paid the college then had \$157,037, or not half the sum needed for a generous life. The management was rigidly economical, expenses were kept at the lowest scale, but wants accumulated, desirable improvements were deferred, and the salaries of the professors remained severely meager. At last a prospect of relief appeared.

#### RELIEF.

The financial relief of the college came about through another conditional promise of money and by another liberal bequest. In 1886 Hon. J. L. H. Cobb, of Lewiston, proposed to give \$25,000 to the college if it would raise \$75,000. This offer was followed by that of another gentleman, who agreed to add to the sum thus obtained

\$30,000, the gift to be used for an astronomical observatory. While the college was engaged in finding the money for securing these pledges, a bequest of \$40,000 fell to it; but as bequests were not to be included in the \$75,000 to be raised to secure the pledge of Mr. Cobb, the funds of the college were by so much the more increased.

To lighten the work imposed upon the college by this offer, the Free Baptists of New England were invited to endow a chair in the divinity school, to be named the Fullonton professorship, in honor of Prof. John Fullonton, D. D., who for more than fifty years has served his denomination as an instructor of its youth. This proposition was heartily seconded by the old pupils of the revered professor. The churches were canvassed by two students, who in the course of a year received, in small sums, a good part of this endowment. The remainder, about \$8,000, will doubtless be made up in a short time.

At the end of two years the college had met the conditions to Mr. Cobb's generous offer: On his part the pledge was promptly honored, and the college found itself at last brought into a condition of safety, if not of unrestricted liberty.

Since the building of a college is the building of a public and permanent institution, the persons by whose liberal gifts its foundation is secured seem to be entitled to such public and lasting honor as the pages of its history can give. It is a pleasant as well as a just act for Bates to put on record the names of some of its generous benefactors.

#### BENEFACTORS AND BENEFACTIONS.

Institutions owing their existence to funds gathered in a canvass of years, largely among churches of limited means, become indebted to a multitude of donors of small sums, who are worthy of grateful and enduring remembrance. Of such benefactors Bates has preserved a long and illuminated roll. The aggregate of their gifts formed no inconsiderable part of the capital of the college at the beginning of its history. Its growth in years and in patronage made imperative enlargement in every direction. Enlargement meant larger expenditures, and larger expenditures the need of larger receipts, and larger receipts persistent solicitations of aid. So inexorable were the calls for money in equipping this young institution, so wide and strong the ever flowing and deepening current of expense, that only the munificent gifts of wealthy friends could have availed to arrest the flood and keep it from overwhelming the college. Though the endowment of Bates is still small, not approximating that of most New England colleges which, on a higher scale of charges, have only one department to sustain, yet on that account it has probably known more widely than they the number and the warmth of philanthropic hands and hearts.

Hence, to group the chief benefactors of the college, in spite of the slight repetition it may involve, is necessary in order to present in a



true light one important chapter in the college history. First among these—first in the time and in the amount of his benefactions—was the noble man whose name the college bears, who, as we have already seen, gave the institution, in addition to his valuable influence, \$100,000. The State of Maine, having in its constitution a clause requiring it to make from time to time appropriations in aid of institutions of learning, and having liberally voted money to the seminary and college, must be ranked among the most timely benefactors of Bates. The State appropriated \$15,000 at the beginning of the Maine State Seminary, and, at the beginning of the college, voted it two townships of land, valued at \$20,000. The Free Baptist Education Society, relieved by the college of the support of its theological school, paid \$25,000 toward securing Mr. Bates's last subscription. The Alumni Association, a legally incorporated body, gave the college its note for \$10,000, with the understanding that all gifts from the alumni should go toward its liquidation. President Cheney, with characteristic liberality, gave \$11,000 to the college to which he has given his life. The bequest of Mr. Joshua Benson, of Boston, brought great encouragement to the college in a dark hour of its history. Intending to devise the principal part of his estate to some institution of learning, he was induced by a grandnephew of his then in college, the late Mr. E. H. Besse, of the class of 1877, to consider the character and needs of Bates. Another grandnephew, Mr. E. C. Benson, of Boston, heartily seconded this request. As a result the will was made in favor of Bates, and brought it \$40,000. The next large legacy was that left by Mrs. Sarah S. Belcher, of Farmington, Me. Mrs. Belcher was a widow without children, who had long been interested in the educational work of her denomination at Lewiston. Influenced by her friendship for President Cheney, she formed the wise purpose of leaving the bulk of her property to the college. The will was contested on the ground of undue influence, a fictitious and absurd charge, both in view of the honorable character of the president and of the remarkable strength of mind of Mrs. Belcher. The plea was disallowed by the courts. The expense of both sides of the suit falling upon the college, the only result of the trial was to take from the legacy nearly \$10,000 for the costs of law, leaving \$40,000 to the treasury. The largest benefaction Bates has received from any person now living is \$25,000, from Hon. J. L. H. Cobb, of Lewiston. To this liberality Mr. Cobb was moved as a result of his observation of the work and worth of the college. How the trustees expressed their appreciation of this benevolence by naming the divinity school after him has already been noticed.

In 1887, Mrs. Caroline A. Wood, of Cambridge, Mass., left to the college a legacy of \$35,000. In early life Mrs. Wood was connected with the Free Baptist Church, in Vermont. By removal from the State, her membership was lost to the denomination, but not her

attachment to it. Having become acquainted with the character and needs of the college, she generously remembered it in the final disposition of her estate.

About the same time Bates received another bequest, that of the late Mr. Henry W. Easterbrooks, of Sutton, Vt., by whose thoughtfulness in his last days \$12,000 was devised in aid of the education of young men for the ministry.

Early in the history of the institution, Mr. William Toothaker and his wife, of Phillips, Me., gave it \$6,600. At a later period Hon. Asa Reddington, LL. D., of Lewiston, made a donation to the college of \$5,000 in stock, accompanied by the wish that \$1,000 of this sum be used to found a scholarship for a lady student—the first act of the kind known in the experience of a New England college. By depreciation of the stock, shortly after its transfer to the college, the generous purposes of Judge Reddington failed to give it the aid intended.

Mrs. Charlotte Chelsey, of Newmarket, N. H., left the college by will about \$4,000. Hon. George G. Fogg, LL. D., of Concord, N. H., one of the trustees, showed his genuine friendship for it by a gift of \$5,500. Mr. Chase Lewis, of Providence, R. I., gave \$1,000 to endow one of the first scholarships in the college, and also left it a legacy of \$4,000.

Three of Boston's most cultured and liberal families have helped the college to the amount of \$40,000—help made doubly valuable by the ever cordial spirit with which it has been tendered.

I. H. Hedge, M. D., of Waukon, Iowa, contributed \$5,000 toward the erection of the laboratory that bears his name. Senator Stanford, of California, by a gift of \$8,000 has given this Maine college signal reason for cherishing a fraternal interest in the university of which he is the founder, as well as for holding his name in lasting honor.

Dea. L. W. Anthony, of Providence, R. I., has recently built Roger Williams Hall for the benefit of the divinity school. Favored by the times, this commodious and attractive building that would ordinarily have cost \$30,000, was secured at two-thirds that sum.

In addition to these sums should be counted the outstanding pledge of \$30,000 toward an observatory and its equipment.

As has been said, this is only a partial list of the persons who have chosen to make Bates the almoner of their liberality to church, society, and native land.

The young college thus bears witness to the claim of American wealth to be foremost in the world in recognizing institutions of learning as agencies of the highest usefulness. Were all the records of Bates to be published it would as clearly be shown that the appreciation of such institutions by American people is not confined to the wealthy.

## THE EQUIPMENT OF THE COLLEGE.

The aggregate of the gifts named in the above list is \$462,100, including in this sum the pledge for the observatory. By means of these and smaller gifts the college, in spite of the large excess of current expenses over current income, extending through a period of fifteen years and carrying the debt nearly to \$90,000, has been able to stop the deficit, pay this debt, and retain a small working capital that, by the strictest economy, would enable it to live as it is, if life without progress were possible. The grounds contain 50 acres, that, together with the seven college buildings, are valued at \$225,000.

*The gymnasium.*—The gymnasium, though adequate for its purpose, is the least expensive of the buildings. It is a commodious wooden structure, in the rear of Parker and Hathorn halls. It is provided with bathrooms and furnished with apparatus of the most approved pattern.

Exercise in the gymnasium is taken under the direction of four students (one of them a young lady) who are specially trained for giving instruction in the college. It is thought that by taking competent undergraduates for teachers in the gymnasium the interest and morale of this work will be kept at its best, while the instructors will receive compensation to help them through their course. The regular drill is given four times a week to each class by itself. Attendance is required of all students to this, as to other college exercises.

*The libraries.*—The libraries connected with the college number 17,154 volumes. These are distributed thus: College library, 11,694; society libraries, 1,600; divinity school, 3,860, total, 17,154. Public libraries of Lewiston and Auburn, about 6,000.

The books of the college library have been selected with care, and primarily with reference to the needs of the undergraduates. Hence, as an aid in their education, it has a value that might not be found in a much larger collection of books. It contains little rubbish, and is enriched by a few rare books. It occupies at present part of the lower story of Hathorn Hall, awaiting the time of its removal to a commodious library building. It is open daily, Sundays excepted.

## CABINETS.

## BOTANICAL.

The nucleus of the herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England, especially of Maine plants, a part of which was gathered during the State geological survey, conducted by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in the identifying of species, are those that have been



pressed and mounted in the laboratory and the herbarium of the late President Chadbourne, of Williams College, Massachusetts, which was purchased by the college.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Besides its collection of New England plants, including the grasses, sedges, ferns, etc., in all about 2,000 specimens, it has several groups of ferns from other countries, also pretty full collections of mosses and lichens, named by the highest authorities, and more than 1,000 fungi. There are collections of the plants of New Jersey, Tennessee, and Florida, also of several foreign countries, illustrating the identity of many families in Europe and America. There are also collections from Greenland, Labrador, and the Tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are also some 1,500 duplicates. These are in cabinets of the most approved construction.

#### MINERALOGICAL AND ORNITHOLOGICAL.

The cabinet of minerals, shells, and fossils occupies one room of the Hedge Laboratory. The collection is conveniently arranged and is steadily growing. All the common minerals, and most of those of rare occurrence, are fully represented by typical specimens. It is intended to make the collection of local minerals as complete as possible. Among the shells and fossils are many choice specimens. The ornithological collection contains mounted specimens of nearly all the New England birds, besides many from other parts of the United States and from foreign countries. In all there are about 1,000 specimens.

#### LABORATORIES.

##### CHEMICAL.

The chemical laboratory is a two-story brick building of attractive modern style. On the first floor are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a large room occupied by the mineralogical cabinet. The room for the laboratory work of the class occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate 48 students. Adjoining this room are the weighing and apparatus rooms and the private laboratory of the professor.

The arrangement and appliances of the whole building are in accordance with the most approved plans of modern laboratories. The apparatus has been recently somewhat increased from funds contributed by members of the alumni and other friends of the college.

## PHYSICAL.

The lecture room, laboratory, and cabinets of the department of physics are on the lower floor of Hathorn Hall. They are conveniently arranged, are well furnished for their purposes, and are provided with water, gas, and steam. The collection of apparatus for lecture purposes and for the students' individual work is rapidly growing.

## PROPOSED ASTRONOMICAL OBSERVATORY.

Several years ago the lamented Professor Stanley received \$700 from the late Mr. A. D. Lockwood, an old friend and former trustee of the college, for the purchase of a small telescope. By rare good fortune one of Clark & Son's 6½-inch glasses was secured from Prof. O. C. Wendell, of Harvard Observatory. This telescope is equatorially mounted, and located where it can be made available for the classes in astronomy.<sup>a</sup>

The college some time since had the promise that David's Mountain—a steep and solitary hill, 125 feet above the surrounding territory, 390 feet above tide water, its base within a stone's throw of the college—should be crowned with a more complete observatory, furnished with a large telescope and other instruments of astronomical study. Financial disasters have caused a delay in fulfillment, but not, it is believed, a full surrender of this generous intent.

In things essential to the full equipment of a college, Bates, of course, has not yet reached a state of affluence. It is glad to be able to point to Hedge Laboratory, recently completed, as evidence of its progress in supplying itself with the best facilities for instruction.

## INSTRUCTORS AND INSTRUCTION.

The branches taught in the college may be grouped under the following heads: Classics, mathematics, modern languages, English literature and rhetoric, political economy, science, psychology, logic, and Christian evidences. On the question of making radical modifications of the old curriculum under which our earlier colleges won their reputation for discipline and scholarship, Bates is inclined to be conservative. In its judgment a technical course of study pursued after graduation from college, when the mind has been broadened, disciplined, and furnished with the groundwork of knowledge, gives promise of yielding the best results. If, after college days are over, the business of life is to shut the graduate up to one special line of study or work, let him not begin too early in his course to turn aside from all other departments of learning. Of no branch of study in

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<sup>a</sup>A thief with a scientific turn of mind recently broke into the observatory building and stole the telescope. He is now (1896) in durance vile, with a prospect that the telescope will be recovered.

the curriculum of Bates would a liberally educated man willingly be ignorant. Even in America life is not too short for our youth to lay a proper foundation for their future work.

In the classics the instruction at Bates aims, in addition to making known the history, philosophy, life, and institutions of the Greeks and Romans, to secure accuracy and smoothness of translation, and to bring the student to feel the force and beauty of the ancient languages. Special weight is attached to a correct knowledge and application of the grammar as one of the surest means of sharpening the power of discrimination and disciplining the judgment. This department, together with that of ornithology, is in charge of Professor Stanton, who has been a member of the faculty since the opening of the college. Professor Stanton is a graduate of Bowdoin and of Andover Theological Seminary, and has also studied abroad.

Mathematics is continued through two years, concluding with calculus, except when French is chosen in place of it. One of the options allowed in the course is between these two studies. Instruction in this department has been given by Professor Rand since 1876. Professor Rand was a member of the first class graduated by the college, and left behind him a reputation for aptitude in this branch of study that secured his call to this chair.

French is taught five hours a week two terms in the sophomore year; German, the same number of hours through the entire junior year, and advanced French or German is elective to juniors and seniors, respectively. The limited time allowed to these languages compels special attention to be directed either to the written or the spoken tongue. If four years in a foreign land are essential for acquiring the art of correct conversation in its language, it would seem to be wise for the time given to French and German in college to be devoted primarily to the grammar and the literature. Hence, Professor Angell, without overlooking conversation in these languages, follows this line of instruction, drilling his classes in the grammar and introducing them to some of the best works of the best authors. Professor Angell is a graduate of Brown, for several years was the principal of Lapham Institute, and studied for his department in France and Germany.

English literature and rhetoric receive special attention at Bates. Instruction in these branches is given during some part of each of the four years. By text-books and lectures on the part of the instructor and by essays and criticisms on the part of the students the theory and practice of rhetoric are combined. The origin, development, and character of English language and literature are fully enough treated to exempt the college from the charge so frequently made that our higher institutions neglect the mother tongue. Until direct instruction in history was provided, Professor Chase assigned from time to time historical events and characters as the subjects of essays and criticisms, and sent his students to the library for historical investi-



gation, and thus in a measure aimed to supply the defect in the course. A special instructor in history was secured in the fall of 1894. At this time also, Professor Chase became the president of the college, and his department came under the care of Professor Hartshorn. President Chase is an alumnus of the class of 1868. He took a post-graduate course in English literature at Harvard, and subsequently studied abroad.

Scientific studies and political economy were taught by the lamented Prof. R. C. Stanley from the time of his coming into the college in 1865 until his death, August 5, 1889. They were then partly in charge of Prof. W. H. Hartshorn, who ably sustained the reputation given this department by his predecessor. Professor Hartshorn graduated from Bates in 1881, and fitted himself for teaching physics by a special course at Leipsic. At his request he was given in 1894 the chair of rhetoric and English literature, and Prof. Frank E. Millis, of Cornell, was chosen to succeed him.

The course in chemistry has recently been enlarged in the direction of more laboratory work, and is taught by Prof. Lyman D. Jordan, of the class of 1870. Professor Jordan was called from the Lewiston High School to this position, and entered on its duties after taking a course of study abroad.

Astronomy, geology, botany, ornithology, physics, zoology are pursued far enough to give the student an intelligent acquaintance with each of them, and to prepare him for further study. Five hours a week, for a term, are devoted to most of these branches. Chemistry and physics are both studied two terms. Two courses in each are also electives.

Bates takes special pride in its instruction in ornithology as one of its peculiar features. Possessing the best private collection of Maine birds in the State, Professor Stanton brings to this, his favorite study, the results of an ardent and wide investigation. By lectures, illustrated with specimens from his own or from the college collection, and by accompanying his class into the haunts of living birds, he leads the students to take a deep interest in this somewhat neglected yet fascinating branch of study.

Christian in foundation and in character, the college regards moral philosophy, ethics, psychology, and Christian evidences as studies of the first importance for all liberally educated minds. These subjects are taught by text-books and lectures, and by the student's investigation of assigned topics and preparation of papers upon them. Questions apart from text-books and related to these topics are also given to the class to answer out of their own reading and thought. Except that ethics is taught one hour a week to the freshman class, the work in this department falls to the senior year. Until the fall of 1894 this department was in the hands of Professor Hayes. By his transference to the divinity school these studies came to the charge of

President Chase. Professor Hayes is a graduate of Bowdoin and of the Free Baptist Theological School, and has studied in Germany. The honorary degree of D. D. was conferred upon him by Hillsdale.

In the faculty of both departments 6 colleges are represented; 1 is a graduate of Dartmouth, 3 of Bowdoin, 2 of Brown, 1 of Colby, 1 of Cornell, and 4 of Bates. Seven have supplemented their college and professional courses by study abroad.

From the first they have been a working corps. In the youth and poverty of the college, the character of its instruction has been its main reliance for attractiveness. The instruction has been kept abreast of the day, but, as has been said, without any radical departure from the course known to give a thorough and liberal education.

#### CHARACTERISTIC FEATURES.

I. *Coeducation*.—It was comparatively easy for Bates to lead the way in New England in offering college privileges to young women on the same terms as to young men, for in the seminary out of which the college sprung both sexes studied together through all the course. Why prolonging their studies for one year, or for four years, should involve a necessity of separating the sexes the trustees failed to see. Under their superintendence the principle of coeducation had been put to the test; for them to abandon it in the college, in the absence of any fundamental difference in the situation presenting a solid reason for a change of policy, would be plainly inconsistent. Besides, here was an open field for the new college to cultivate, with the prospect of large returns. Bates, therefore, determined to make the innovation, and fearlessly to fling open its doors to all. By the sagacity of the trustees, this step was taken in advance of any popular demand, but not in advance of public need.

At the opening of the college course several young ladies, who had pursued the preparatory studies in the seminary, matriculated, and kept along with their class in college through two or three years, but none continued until graduation. Miss Maria W. Mitchell, of the class of 1869, has the distinction of being the first lady graduate of any New England college. Her example, however, was but slowly influential. It was not until in her senior year that she saw another of her sex in college. The number of ladies graduating thus far has been 81, distributed thus:

1869.....	1	1882.....	2	1888.....	5	1893.....	7
1872.....	1	1883.....	2	1889.....	7	1894.....	6
1877.....	2	1884.....	5	1890.....	7	1895.....	11
1880.....	2	1886.....	1	1891.....	13		
1881.....	1	1887.....	5	1892.....	3		

There are now 66 young ladies in college. The novelty of their presence and of their equal participation in all college exercises long since wore away and ceased to excite comment. Some superior

love of learning and earnestness of purpose will generally be found to animate young ladies intent on having a college education. Thus a principle of selection operates to secure in this class of students a high average of ability. This explains how it is that, at Bates, college honors have fallen to them out of all proportion to their numbers. It is the rule rather than the exception for them to reach oration rank. Four times they have won the salutatory, and six times the valedictory. In one class containing only two young ladies they divided these honors between them.

Study has not been detrimental to their health. The regular habits of college life, together with the prescribed course of gymnastics, tend to improve rather than to impair their health.

In all matters of college discipline they are an aid to good order, and have never given occasion for rebuke. As their numbers have increased any inclination of the students to cultivate unduly the social instinct has attracted the attention of the faculty and been guarded against. Coeducation, as tried at Bates, has proved a success.

II. *Open societies.*—Among the earliest enactments of the college government was a law declaring that, "On no condition shall a secret society be organized or be allowed to exist." All petitions of the students to the trustees for the abrogation of this law have been unavailing. Experience has demonstrated that choice must be made between secret or open societies. Both do not flourish. Bates prefers the latter as avoiding expense, securing the best literary returns, escaping the temptations incident to secret meetings of students at late hours of night, and as leaving the acquaintance and good-fellowship that would otherwise be pledged, if not confined, to the few members of a secret fraternity open to all members of a class, or of the entire college. One of the superior advantages of small colleges lies in the opportunities afforded for such training as is cultivated by open societies. At Bates, the Eurosophian and Polymnian societies maintain separate rooms at Hathorn Hall, and have libraries of about 800 volumes each. In their respective rooms they hold weekly meetings on Friday night, and once a year have a public meeting in the chapel. As members from the freshman class are secured according to their judgment of the merits of these meetings, a healthful rivalry stimulates each society to a healthful exertion to excel. In gatherings of students where papers are read, declamations rendered, questions on various subjects discussed, and criticisms passed, the literary taste and argumentative skill of the members can not fail to improve.

III. *Needy students helped.*—No better proof of the design of the college to keep its expenses within the reach of poor students could be given than that shown in its refusal to obtain relief from its financial distress by raising the tuition to an equality with that charged in other colleges. "Many a country lad," said one of the trustees in



discussing a proposition to raise the tuition, "is influenced in his choice of a college by a difference of \$5 in the tuition." In addition to the help offered by its low rates the college has 35 scholarships and the State 10, giving free tuition to deserving applicants. A still greater advantage in this direction has resulted from arranging the college calendar with a view to have the vacations favor the students in earning money. Until 1895 the fall term has begun the last week in August and run to the Friday before Thanksgiving. Then college exercises were suspended for six weeks to allow for teaching winter schools, a privilege made use of to such an extent that until recently two-thirds of the young men during this vacation were found scattered over New England engaged in this work. Thus New England has received some return for the liberal aid it has given the college. The hard times of recent years have forced so many into teaching that schools enough for the students have been difficult to obtain. Hence the college, without abandoning the aim to allow students time to teach, has thought it best to begin its fall term two weeks later than before, and by so much to shorten the winter vacation.

Teaching has been found to have other than pecuniary rewards for the student, by bringing him more fully into sympathy with college methods and requirements and quickening his grasp on the studies pursued. It also prepares him on leaving college to obtain, if he wishes, a permanent situation as a teacher. Undoubtedly the explanation of the fact that so large a per cent of the alumni make teaching their life work may be found here. The money earned in the summer and winter vacations frequently enables economical students to meet all their college bills, and if, by such industry, their time has to some extent to be taken from reading and study and to be given to things not always intellectual, yet, by working their way through college, they receive in the self-reliance, energy, and perseverance thus developed some valuable compensation for the loss.

IV. *Forensics*.—The system of public debates, established from the first at Bates, is a peculiar feature of the institution and one of very high merit. During the freshman year the class is divided into groups of six or eight, to each of which is given a question for public discussion at the close of the fall term of the sophomore year. Each disputant is allowed to speak twenty minutes, and has the privilege of reading his argument or of reciting it from memory. The young ladies and gentlemen enter with equal interest into this exercise. The discussion takes place in the presence of the students and their friends, and before a committee selected by the speakers. This committee is usually chosen from the senior class, with, perhaps, one member from outside the college. At the close of each debate the committee names the best disputant in the division regardless of his elocution, and, after all the divisions have spoken, names the eight best disputants in the class, whether they took the prize in their own

division or not, to participate in the champion debate, which constitutes one of the exercises of commencement week. Care is taken to have all the questions discussed worthy of the students' study.<sup>a</sup> Out of a list of subjects presented by the professor in charge of the exercise the students choose one to their taste.

The rhetorical exercises of the freshmen and sophomore classes include essays and public prize declamations. Three essays a term, or their equivalent, must be prepared. The members of both classes receive a private drill in speaking, preparatory to taking part in the public declamation. Each of the juniors debates without notes before the class, writes themes, and prepares an original declamation for a public prize contest. The declamation is read before a committee who designate the twelve best speakers to compete during commencement week for a first and second prize. The rhetorical work of the senior year consists of essays, criticisms, literary and philosophical papers, and orations. At the close of the spring term a senior exhibition is given by twelve representative speakers selected in the same manner as the contestants for the junior prize.

V. *Outside lectures*.—It has come to be a custom of the college to secure from distinguished scholars, teachers, and divines a yearly course of lectures before the students. Some of New England's ablest thinkers and leaders of thought have been heard in this way. These lectures are made free to the public and are highly appreciated by the scholarly element of Lewiston and Auburn, as well as by those for whom they are more immediately intended. Among those who have been heard are John Fiske, Edwin D. Mead, Phillips Brooks, Edward Everett Hale, Alexander McKenzie, Ruen Thomas, Prof. C. W. Emerson, ex-President Hill, of Harvard. In 1889 Rev. Selah Merrill, D. D., gave a course of six lectures on Palestine. It has generally been by the courtesy and generous consideration of these eminent men that the students have had the privilege of listening to their counsels.

VI. *Morals and religion*.—The college requires attendance at church once each Sabbath wherever the student may elect to go; also daily morning prayers in the chapel, after the first recitation, and at the public services on the Day of Prayer for Colleges.

The students sustain a Y. M. C. A. and a Y. W. C. A., the two forming a Christian Union for a general social meeting on Wednesday evening, and at other times holding meetings by themselves. Class prayer meetings, with more or less regularity, are also maintained. By reason of these and other direct Christian agencies a pure, moral,

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<sup>a</sup> Some of the questions discussed have been: "The tariff;" "State v. denominational colleges;" "Bismarck, or Gladstone;" "English civil service for the United States;" "Correctness of the popular estimation of Bacon;" "How to solve the Indian problem;" "Ought a canal across the Isthmus to be built by the United States?" "Has England or Germany exerted the greater influence on civilization?" For 1895 the question was: "Did Bismarck do more for German unity than Cavour for Italian unity?"

and religious atmosphere has from the first pervaded the institution. In guarding the moral character of the college, the faculty have not hesitated to be "paternal" to the extent of promptly dismissing any student disposed to spread moral contamination among his associates. Temperance, interpreted to mean total abstinence, is universally prevalent in the college and, what is possibly more significant, the use of tobacco, while not prohibited by the government, is, by the students' own act, reduced to a minimum when not altogether discarded. At the present time it is believed that not one of the students is addicted to its use. The benefit of a scholarship carries with it a pledge from the student of abstinence from tobacco.

VII. *Relation of the faculty to the students.*—The personal interest of the faculty in the students is made possible by the size of the classes, and can be mentioned as one of the striking features of the college. Any student is invited to consult freely with the faculty on whatever concerns his welfare as a member of the college. The old-time barriers between professors and students have here never been allowed to exist. The result is that the student, perceiving that he is an object of individual interest to his teachers, feels at liberty to seek their advice in respect to his studies or to ask aid in his endeavors to get a situation to teach or work. Thus the faculty come to know the moral as well as the intellectual bent of the students, and an opportunity is given for mingling any word of caution, reproof, or commendation with the favor shown. The good offices of the faculty are especially sought as graduation draws near by those intending to teach. It is very natural, too, that students thus trained in college to seek advice from the faculty should not be restrained from looking to them at any later time for their counsel or influence.

#### THE ALUMNI.

Twenty-nine classes, numbering in all 579 members, have been graduated by Bates. The first class, of 1867, consisted of 8; the last, of 1895, of 33. Assuming the average age of the students at graduation to be 23 years, the members of the oldest class would now be in their fifty-second year. The first eleven classes graduated 150; that is more than one-fourth of the entire alumni. The remaining three-fourths, therefore, would not yet have passed their forty-first year. Thirteen more than one-half of the alumni have graduated in the last ten years; hence one-half of the whole number would not yet have passed their thirty-third year. These figures show the youth of the college, and make it plain that but few of its alumni can have arrived at the period when distinction usually comes to men. The graduates of Bates are not too young to have successfully entered upon the pursuits of life, but are too young, to any wide extent, to have carried off its highest honors.



Interpreted by the callings selected, the alumni may claim to have been drawn to positions of usefulness rather than to those promising renown. More than 40 per cent have become teachers, and not a few teachers of a superior order. Accustomed to teach while in college, on leaving it many of them find that their experience and attainments can at once be turned to a good account for a while, at least, in this line of work. Thus it has come about that more city high schools in New England are now taught by graduates of Bates than by those of any other college. Three of the alumni are teachers in Boston, 1 in the Institute of Technology, 3 in Washington, 1 at Harvard, 9 in other colleges. One is president of Bates, 1 is president of a State university, 1 is a professor in a theological school, 15 are professors in colleges, and others are found scattered through the schools of 21 States of the Union. One hundred and ninety-four have become teachers.

Omitting the alumnae, although the second young woman to graduate from the college became and still is a preacher, about 17 per cent of the graduates have chosen the ministry, or 85 in all. Of these, 50 have entered the Free Baptist ministry, 20 the Congregational, and 15 that of other bodies. In the first decade 23 per cent, in the second only 13 per cent, of the alumni devoted themselves to this sacred calling—a serious decline, although one shared in common with the other New England colleges of our day. Of the remainder of the alumni, 17 per cent, or 85 in all, have chosen the law, 12 per cent medicine, the rest architecture, civil engineering, journalism, and other avocations.

The loyalty of the alumni of a college may be taken for granted. The feeling means a continuance of a spirit strongly developed in undergraduate days, pleasant recollections of college life, an intelligent appreciation of the workers and the work for which the college stands, a grateful sense of indebtedness to the institution for personal benefits to mind and character received. Bates has often been gratified to find that, after association with graduates of other colleges in professional schools and other places, her alumni have been moved to affirm their satisfaction with the course of study, instruction, discipline, and spirit of their alma mater.

*Alumni associations.*—Wherever found located in sufficient numbers, the alumni of Bates have followed the example of those of older institutions in organizing associations for fostering the interests of the college and promoting the fellowship of its representatives. Of these associations, the most important is the chartered body embracing all the graduates, and holding its annual meeting at Lewiston during commencement week. Wednesday evening is regularly appropriated for such literary exercises as it may provide. The association is also empowered to nominate two of its members for a place on the board of overseers—two of the five persons annually elected to that board.

The acquaintance of the alumni with the internal affairs of the college can hardly be equaled by that of the other members of the corporation, and hence the influence of the alumni on the management of the college seems destined to be increasingly controlling and valuable as their years, along with those of the college, ripen into maturity.

#### A NEW ADMINISTRATION.

One of the most important meetings of the college government, in recent years, was held in June, 1894. At that time not only were the changes introduced into the faculty that have been mentioned elsewhere, but a change took place in the presidency of the college. President Cheney, after long years of service, resigned his office. To him Maine State Seminary owed its existence, though not to him alone. To him the college owed its existence more than to any other man. To him also was due the rise in connection with the college of Cobb Divinity School. No man in Maine in this generation has done so wide a work for liberal Christian education as President Cheney.

Prof. George C. Chase, who had been connected with the college since 1872 as one of its most successful teachers, and who, in the period of storm and stress, came to the rescue of the imperiled institution and secured the funds without which it could not have continued, a man of recognized ability, scholarly tastes and acquirements, was elected as successor to President Cheney. The formal induction into office took place September 22, 1894. Coming to his position with a ripe experience and in the maturity of his powers, President Chase possesses in a high degree the qualities that guarantee, with the blessing of God, an administration of continued prosperity to the college.

#### PRESENT CONDITION.

The college corporation maintains three distinct departments of educational work—the Latin school, with 7 instructors and 89 students; the divinity school, with a faculty of 6, and 20 students; the college proper, with a faculty of 10 professors and instructors and 190 students.

For the support of these schools the corporation, in addition to the annual donations received and the income from room rents and tuition, has about \$300,000 of productive funds and \$200,000 non-productive.

Thus, well organized, respectably equipped and endowed, with the confidence of the public and a reputation for scholarship secured, with a largely increasing circle of friends, and a faculty whose character is best portrayed by this record of results achieved, Bates College may be said to have passed the difficulties encountered at its birth and to have fairly started on its career of service for education and religion, humanity and native land.

## Chapter VII.

### THE UNIVERSITY OF MAINE.<sup>1</sup>

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By President M. C. FERNALD, Ph. D.

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#### ORIGIN.

In common with most other colleges of its class in the United States, the Maine State College of Agriculture and the Mechanic Arts had its origin in the well-known act of Congress providing for the establishment of the land-grant colleges, approved by President Lincoln July 2, 1862. The first session of the legislature of Maine after the passage of the act was in the winter of 1862-63. The late Hon. Abner Coburn, whose name is so intimately and beneficently associated with the entire history of this college, was governor of the State. In his opening message to the legislature he called attention to the act with characteristic brevity, as follows: "There can be no doubt, I think, that vast benefit will flow from this act, and I have no hesitation in urging upon you the prompt acceptance of its terms and conditions." Now that the subject was before the legislature, the question of acceptance was the first to confront its members. It was a new problem. The average legislator approached it warily. The State board of agriculture favored acceptance. The gift tendered the State was prospectively valuable, and must not be lost by default. The legislature voted to accept the grant. This was an important step, because such acceptance pledged the State to the support of at least one college to "promote the liberal and practical education of the industrial classes." A resolution was passed providing for the appointment of thirteen "regents" to devise measures for carrying out the purposes of the land-grant act, and a joint convention of the two branches of the legislature assembled to appoint the regents. The convention appointed a committee of one from each county to designate suitable

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<sup>1</sup>In the sketch of the early conditions of the college, prior to the admission of students, the writer has drawn freely, by permission, from an historical address given by Hon. Lyndon Oak, June 26, 1888, on the occasion of the dedication of Coburn Hall. In the latter part of this sketch he has drawn freely from an article published by himself in the *New England Magazine* for April-May, 1887.



persons for the regency, and adjourned to meet on the following day. It met in pursuance of the adjournment, but failed to accomplish the purpose of the meeting.

At the opening of the legislative session of 1864, Governor Cony gave his views upon the scope and importance of the new educational scheme, as follows:

While among the sciences to be taught it is declared that the leading object is to teach those relating to agriculture and the mechanic arts, the language of the act making the grant, declaring specifically that it is not its purpose to exclude other sciences, is pregnant with the conclusion that the design was to establish institutions of learning of the highest order, for its scope is as comprehensive as its whole design is liberal.

The legislature of 1864, like its predecessor, refrained from an exhibition of unseemly haste to grapple with the problems connected with the new college. A resolve was approved March 24, near the close of the session, authorizing the governor to dispose of the land scrip granted by the National Government for the establishment of the college. It also passed a resolve, approved March 25, authorizing the governor and council to appoint three commissioners, whose duty it should be to memorialize Congress for an extension of the time during which the college might be established; also to receive donations and benefactions in aid of said college; also to receive proposals for the location thereof; also to confer with States engaged in the same enterprise, and report thereon to the next legislature. The commissioners appointed by virtue of this resolve were William G. Crosby, Joseph Eaton, and Samuel F. Perley. They prepared a voluminous report, which was dated December 19, 1864. It came before the legislature early in the session of 1865, and was referred to the joint special committee on agriculture. It afforded the occasion for earnest and protracted discussion. The question of absorbing interest was, Shall the institution be connected with an existing institution, or shall it be independent? It must have a habitation and a name. The name would come easily enough, but, if established on an independent basis, how could the funds required to construct the necessary buildings be obtained? The land-grant act forbade the use of any portion of the funds derived from the sale of lands, or the interest thereon, directly or indirectly, for the purchase, erection, preservation, or repair of any building or buildings. It was assumed that, in consideration of the extraordinary drafts upon the State treasury, necessitated by the war then in progress, aid from the State must not be expected or even asked. There was no reckless haste to tender the necessary funds by individuals. In view of these adverse conditions, many of the friends of the college naturally looked to existing colleges for the solution of this difficult problem.

Governor Coburn had said in 1863: "It may be expedient, and, indeed, absolutely necessary, to allow some of our existing institu-

tions to avail themselves of the benefit of the grant." Governor Cony had said in 1864: "Without the slightest preference as to what institution shall be selected with which to connect the agricultural college, my convictions are very decided that it is expedient to adopt some one of them."

In 1865 the commissioners referred to above came to the front with the recommendation to connect the new institution with Bowdoin College. On the other hand, the State board of agriculture, an organization of great influence, arrayed itself strongly in opposition to connection with any existing institution. This body had resolved in 1863 "that the college indicated by the act of Congress is essentially unlike existing colleges in the State," and "that it should not be incorporated with any of the existing institutions of the State." The board maintained this position without wavering through all the discussions that followed, and was supported by the leading agriculturists of the State. Its most powerful ally, however, was the *Maine Farmer*, which had a large circulation, and was edited by the veteran, Dr. Ezekiel Holmes, who bore a conspicuous part in the discussions that followed before the joint special committee on agriculture, and, through the paper of which he was editor, before the public.

#### PROPOSITIONS OF WATERVILLE COLLEGE AND OF BOWDOIN COLLEGE.

During the legislative session of 1863 a proposition was submitted by Waterville College to the effect that the national donation of lands should be transferred to that institution, which, in consideration of the transfer, was ready to stipulate that two additional professorships should be established, and a specified number of students should be instructed in applied chemistry, civil engineering, and other branches of learning more or less closely connected with agriculture, without charge for tuition. This proposition did not meet with favor. When the question whether to unite the new college with one of the existing institutions of the State or maintain it on an independent basis was under consideration by the legislative committee in 1865, Waterville College appeared before the committee in the person of its able president, Dr. Champlin, with a second plan, of which a brief abstract is given. This plan or proposition contemplated the organizing of an educational circuit, to carry out the purposes of which three professorships were to be established—at Bowdoin a professorship of chemistry applied to agriculture and the arts, at Waterville a professorship of engineering or of mathematics applied to the mechanic and other practical arts, and at Bates a professorship of agricultural zoology and veterinary science, including the anatomy, physiology, and pathology of animals. The funds realized by the sale of the lands were to be held by the State, and 25 per cent of the income was to be devoted to the support of each professorship. The remain-

ing 25 per cent was to be expended partly to pay cost of experiments and partly to pay for lectures, to be given alternately at the three colleges.

Bowdoin's plan was presented by its learned and venerable president, Dr. Leonard Woods. Briefly stated, it proposed that the lands granted by the National Government should be transferred and assigned in trust to Bowdoin College; that the college should establish an institution separate and distinct from all others; that it should put the institution in operation within the time limited by the act of Congress, and should perform, without expense to the State, all the obligations assumed by it in accepting said grant. It was to supply all necessary instruction, provide the necessary philosophical and chemical apparatus, cabinets of specimens in geology, botany, mineralogy, and comparative anatomy, and to allow the students the use of the apparatus and collections already belonging to the college, and under certain conditions the use of the public libraries of the college. It proposed to provide a building equal in style and similar in plan to that of the Maine Medical College, land for an experimental farm and botanical gardens, a gymnasium, and a campus for military drill.

#### DECISION IN FAVOR OF AN INDEPENDENT INSTITUTION.

In view of the dubious prospects of obtaining funds for the construction of buildings, and for other purposes, should the college be established on an independent basis, the propositions of the two institutions received full consideration by the committee. The plan of uniting the new college with any other was opposed by many on the ground that the main purpose of the land-grant act, "to promote the liberal and practical education of the industrial classes," would thus be largely defeated. The friends of an independent establishment of the college were ably represented before the committee. The sentiment of the board of agriculture, as before stated, had been decidedly averse to a connection with any existing institution from first to last, and this sentiment had great weight in the final decision. Conspicuous among those who favored an independent institution were the able secretary of the board of agriculture, Hon. S. L. Goodale, Hon. Phineas Barnes, and Dr. Ezekiel Holmes. Dr. Holmes maintained with great earnestness that in order to fill in any reasonable degree the measure of usefulness of which it was capable the institution must be absolutely unhampered by any connection with any existing institution—"a tub on its own bottom." In one of his speeches before the committee he exclaimed that "the farmers of Maine, after having desired this thing so long, and hoped for it so long, and prayed for it so long, and waited for it so long, were not now going to sell their birthright for a mess of pottage." At the close of the last of the several hearings, the committee voted to report in favor of establishing an inde-



pendent institution. A bill for its organization had been carefully and ably prepared by Hon. Phineas Barnes, of Portland, which was also reported. When the report of the committee reached the legislature a recess of half an hour was taken by both branches to enable each county delegation to select a suitable person to represent its county in the board of trustees. The persons selected were Samuel F. Perley, N. T. Hill, Bradford Cummings, Thomas S. Lang, Dennis Moore, William D. Dana, S. L. Goodale, Robert Martin, Alfred S. Perkins, Joseph Farwell, Seward Dill, Joseph Day, Ebenezer Knowlton, Hannibal Hamlin, Charles A. Everett, and William Wirt Virgin. These names were inserted in the first section of the organic act, and the bill passed both branches in due course and received the approval of Governor Cony. The first meeting of the trustees was held at the statehouse in Augusta on the 25th of April, 1865, and the board was organized by the choice of S. L. Goodale, clerk; Hannibal Hamlin, president of the board, and Phineas Barnes, treasurer.

#### LOCATION.

The trustees entered upon the discharge of their duties under conditions of the most discouraging character. The State had placed no funds at their disposal for the construction of buildings and other necessary purposes.

They made an earnest appeal to the public for contributions, but the public did not respond. They had another problem of great difficulty and delicacy to deal with, that of location. With reference to this they examined lands at Togus and Topsham, the Taylor farm at Fairfield, the Nourse farm at Orrington, and the White and Frost farms at Orono. The western members had a very decided preference for Topsham. At a meeting of the board held at Augusta, September 14, 1865, a motion to locate the college at Topsham was lost by a vote of 6 to 5. At a meeting at Augusta, January 25, 1866, the board voted to locate at Orono, the vote standing 8 in favor and 7 in opposition. The site selected has proven advantageous in location and attractive in surroundings. The farm on which the college is situated borders on the Stillwater River, a branch of the Penobscot, 1 mile from the pleasant village of Orono and 9 miles from the thriving city of Bangor. It embraces 376 acres of land, affording a variety of soil for experimental purposes. This farm—originally consisting of two farms, now united into one—costing \$11,000, was given to the State by the towns of Orono and Oldtown.

#### REDUCTION IN THE MEMBERSHIP OF THE BOARD OF TRUSTEES.

The divided sentiment among the members of the board of trustees relative to the location of the college served as a disintegrating force

in this body. At a meeting held at Augusta, January 29, 1867, the following petition was signed by all the members present, 10 in number:

The undersigned trustees of the State College of Agriculture and the Mechanic Arts, respectfully represent that, in their opinion, the number of the members of the board should be less than it now is, and ask that the number be reduced to not less than 5 nor more than 7. They would suggest that the new board of trustees be appointed by the governor and council, and with regard to fitness rather than locality. They also indicate their readiness to retire from the position now held by them for the purpose above indicated.

The petition was promptly responded to by the legislature, and a bill embodying its requests was passed. The original board of trustees having retired, a new board was appointed, consisting of Rev. S. F. Dike, Hon. Abner Coburn, Hon. Lyndon Oak, Hon. Isaiah Stetson, Hon. William P. Wingate, Hon. George P. Sewall, and Hon. Nathaniel Wilson. Its organization was effected at Bangor, April 24, 1867, by the choice of Abner Coburn, president, S. L. Goodale, clerk, and Isaiah Stetson, treasurer.

#### EARLY CONDITIONS.

The new board of trustees entered upon its duties under numerous and serious disadvantages: A majority of its members had given the new educational scheme but little thought or study; when they came together the first time they came as entire strangers to one another in relation to the matter in hand; there was but little in the experience of the past to guide them; the results sought were far different from those attained by existing institutions, and could be reached only by methods differing from theirs; there were no models for imitation; institutions in other States having a common origin were also groping in the dark.

On the other hand, there were favoring circumstances: The difficult and vexatious question of location had been settled; the board of trustees had been reduced to a small and compact body; the theory that the money needed for the construction of buildings and for ordinary current expenses could be raised by subscription had been exploded, and the State had placed \$20,000 at the disposal of the new board. The trustees made their first visit to the site of the institution May 16, 1867, where they found two sets of farm buildings much out of repair. These were repaired and made useful—one for the first professor, the other as a temporary residence for the farm superintendent. It was also decided to construct a wooden building whose roof should cover 18 rooms of suitable size and finish for students. Wingate Hall, with its spacious rooms, was constructed in pursuance of this decision, and although not completed until the following year, it was ready for occupancy as soon as needed. During the year 1867 there was frequent discussion in the board upon the policy that should be pursued

in the construction of buildings as they should be needed, one after another. There was a sentiment, more or less prevalent, that inexpensive wooden buildings should be provided at first, to be followed by more substantial structures later, when the college could better afford the expense. The policy determined on, however, was to construct thoroughly and of durable material so far as the work of construction should be carried. This policy has been pursued in the construction of the principal buildings on the college campus.

#### OPENING OF THE COLLEGE TO STUDENTS—EARLY HISTORY.

The first class, numbering 12 students, was admitted September 14, 1868. Samuel Johnson, A. M., had been chosen farm superintendent and instructor in agriculture, and Merritt C. Fernald, A. M., professor of mathematics. With this small force of faculty and pupils the college entered upon the first term of its organized existence, Mr. Johnson attending to the duties of the farm and to instruction in farm processes, and Professor Fernald to the duties of the class room. In the service of instruction one of the memorable events of the first year was a course of lectures on physiology by the late Dr. Calvin Cutter, of Massachusetts. At the beginning of the second year Stephen F. Peckham, A. M., of Rhode Island, was added to the faculty in the capacity of professor of chemistry. A little later Mr. John Swift, a graduate of the Agricultural College of Michigan, became instructor in botany and horticulture. In the formative period of the college, before the several departments were filled with permanent officers, lecturers were called in, as occasion arose, to give instruction on special topics. Additions were thus frequently made to the force of instruction, so that by the close of the year 1870 no less than 11 different individuals were connected in one capacity or another with the faculty, as shown by the catalogue issued with the college report for that year. The catalogue bears date January, 1871. From it the following list of instructors is copied:

#### FACULTY.

Merritt C. Fernald, A. M., acting president, professor of mathematics and physics.

Samuel Johnson, A. M., farm superintendent and instructor in agriculture.

Stephen F. Peckham, A. M., professor of chemistry.

John Swift, B. S., instructor in botany and horticulture.

Mrs. Mary L. Fernald, instructor in French and German.

Calvin Cutter, M. D., lecturer on anatomy, physiology, and hygiene.

Corydon B. Lakin, instructor in bookkeeping and commercial forms.

X. A. Willard, A. M., lecturer on dairy farming.

A. S. Packard, M. D., lecturer on useful and injurious insects.

James J. H. Gregory, A. M., lecturer on market farming and gardening.

Prof. E. S. Morse, lecturer on comparative anatomy and zoology.

Military instruction (required by the endowment act) had been given by Capt. Henry E. Sellers, of Bangor.



Hitherto the college could not be regarded as resting on a secure basis, inasmuch as the title to the college grounds and the buildings upon them had been in controversy. The deed conveying to the State the farms presented by the towns of Orono and Oldtown as a site for the college contained a reversion clause by which, under certain conditions, the property might be lost to the State. This clause was not satisfactory to the legislature, and early in 1869, in granting an appropriation of \$28,000 to the college, the vote was accompanied by a provision that the reversion clause should be so changed that the title to the property should be valid in the State. The required change was not made in 1869; the money appropriated could not be drawn, but reverted to the State treasury. Early in 1870 the sum of \$28,000 was appropriated by the legislature, with \$22,000 additional, making the total appropriation \$50,000, but conditioned upon the same change of deed as was required the previous year. Before the close of 1870 the necessary change of title had been effected, the money had been drawn, and the work of construction of needed buildings was rapidly going forward. By the end of the third college year (i. e., August, 1871) the chemical laboratory had been completed, the large dormitory, Oak Hall, had been constructed, and the boarding house, with its commodious dining hall, was ready for the reception of students.

The three years from 1868 to 1871 constituted the most trying period in the history of this institution. At their close questions of title and of the permanency of the institution, which had been so embarrassing to trustees and faculty, were now, happily, questions of the past. A new and more auspicious era seemed to be dawning upon the struggling college.

#### CHANGES IN THE FACULTY.

At this point in the history of the college Mr. Fernald, who, chosen to a professorship, had served also as acting president during the three years under notice, requested relief from the executive duties. This relief was granted and a reorganization of the faculty effected, so that at the beginning of the next college year it was constituted as shown below:

Rev. Charles F. Allen, D. D., president, professor of English literature and mental and moral science.

Merritt C. Fernald, A. M., professor of mathematics and physics.

Robert L. Packard, A. M., professor of chemistry, French, and German.

William A. Pike, C. E., professor of civil engineering.

Charles H. Fernald, A. M., professor of natural history.

Joseph R. Farrington, farm superintendent.

X. A. Willard, A. M., lecturer on dairy farming.

James J. H. Gregory, A. M., lecturer on market farming and gardening.

Capt. James Deane, military instructor.

John Perley, instructor in bookkeeping and commercial forms.

The settled condition of the affairs of the college was followed by a considerable increase in the number of students, the highest figures in this regard during the first ten years being attained in 1874-75, when the number catalogued was 121. Rev. Dr. Allen brought to his work in the college generous culture of mind and heart and an earnest purpose to strengthen and elevate all its departments. His presidency, extending from August, 1871, to the close of the year 1878, was one of general prosperity to the college. In March, 1879, Professor Fernald was chosen as successor to Dr. Allen, and has held the position to which he was then elected since that date. From the beginning of President Allen's administration, in 1871, to the present time the changes in the faculty have been gradual, and yet this period of twenty-one years has sufficed to furnish new men at the head of every department of the college, as shown by comparing the composition of the faculty in 1871 with that at the present date [1892], as follows:

Merritt C. Fernald, A. M., Ph. D., president. professor of mental and moral science.

George H. Hamlin, C. E., professor of civil engineering.

Alfred B. Aubert, M. S., professor of chemistry.

Allen E. Rogers, A. M., professor of history, logic, and civics.

Walter Balentine, M. S., professor of agriculture.

Walter Flint, M. E., professor of mechanical engineering.

Francis L. Harvey, M. S., Ph. D., professor of natural history.

James N. Hart, C. E., professor of mathematics and astronomy.

Howard S. Webb, B. M. E., instructor in shopwork, secretary and registrar.

Fred P. Briggs, B. S., assistant in natural history.

Nathan C. Grover, B. C. E., assistant in civil engineering.

Harriet Converse Fernald, M. S., librarian.

Welton M. Munson, M. S., professor of horticulture and landscape gardening.

Horace M. Estabrooke, M. S., A. M., professor of rhetoric and modern languages.

James S. Stevens, M. S., Ph. D., professor of physics.

Mark L. Hersey, A. M., lieutenant, Ninth U. S. Infantry, professor of military science and tactics.

Gilbert M. Gowell, instructor in practical agriculture.

David Wilder Colby, B. S., assistant in chemistry.

David W. Trine, B. S., assistant in horticulture.

#### FIDELITY AND PERMANENCY OF TRUSTEES.

The college has been fortunate in the fidelity and permanency of its trustees, if the latter term may be applied to a body of men subject to change by annual appointment as terms of office expire. By way of illustration, the following examples are cited: Hon. Abner Coburn, of Skowhegan, was president of the board for twelve years, from 1867 to 1879. Hon. William P. Wingate, of Bangor, who for several years was president of the board, served the college faithfully as a trustee from 1867 to 1884, when he was precluded from reappointment by a statute limitation of age. Hon. Lyndon Oak, of Garland,

was a member of the board continuously from 1867 to 1889, serving for the last five years of the period as its president. From his thorough acquaintance with the entire history of the college, and his sound and practical judgment, his services were invaluable.

It has been stated that the original board consisted of sixteen members, one for each county in the State, and that as early as 1867 they all resigned to give place to a smaller board, consisting of seven members, appointed by the governor. In 1869 the secretary of the board of agriculture became by law a member, *ex officio*, of the board of trustees, and in 1883 the alumni were authorized by law to name one of their number for appointment on the board. The portion of the law relating to the secretary of the board of agriculture was repealed in 1889. At the present time, therefore, the board consists of eight members—seven appointed each for a term of seven years and one named for appointment by the alumni, the term of whose office is three years.

#### COURSES OF STUDY.

The regular courses are five in number, viz: Agriculture, civil engineering, mechanical engineering, chemistry, and science and literature, each requiring four years for its completion. The courses in agriculture, chemistry, and science and literature lead to the degree of bachelor of science, the course in civil engineering to the degree of bachelor of civil engineering, and the course in mechanical engineering to the degree of bachelor of mechanical engineering. Three years after graduation, on proof of professional work or study and on presentation of a satisfactory thesis, the second or higher degree can be obtained.

An outline of the several courses of study, with explanatory notes, is herewith submitted.

#### COURSE IN AGRICULTURE.

##### FIRST YEAR.

*First term.*—Physiology; rhetoric (4); reading and analysis of authors (1); solid geometry (12 w.); algebra (4 w.); physical culture; lectures. agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

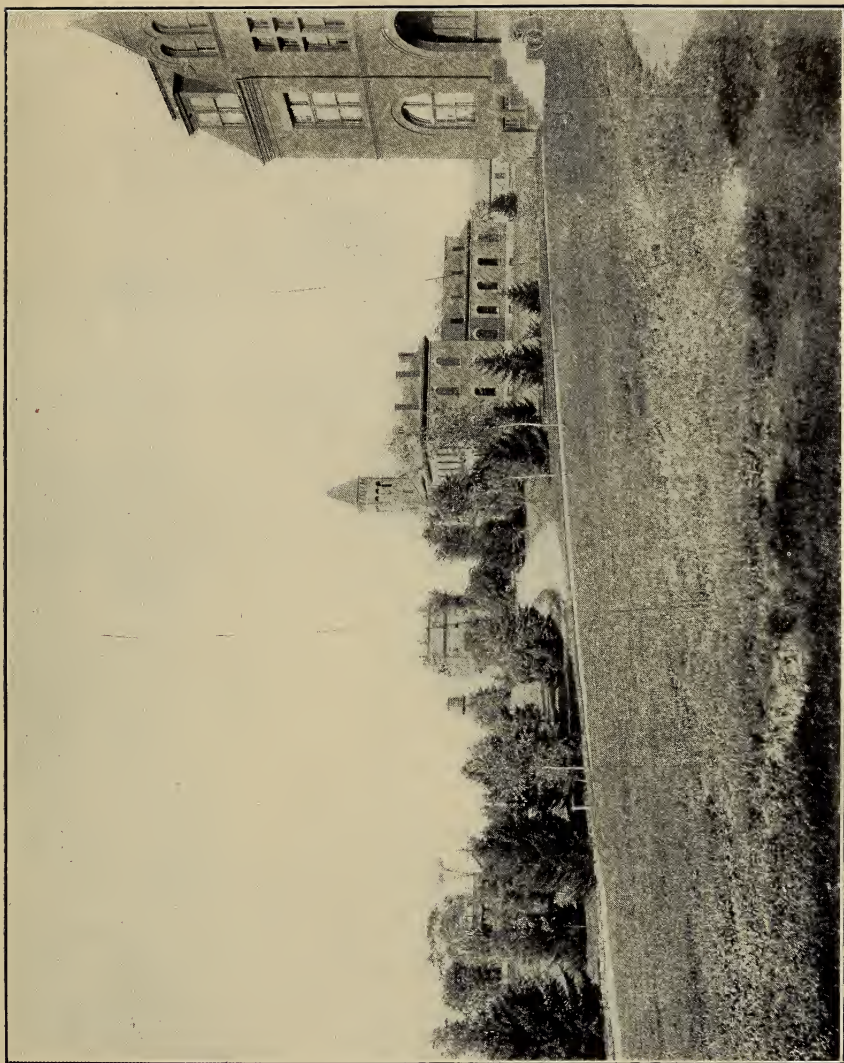
*Second term.*—Botany; French; algebra (6 w.); trigonometry (14 w.); physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); botanical laboratory work (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

##### SECOND YEAR.

*First term.*—Botany (cryptogamic); general chemistry; French (2); German (3); physics. P. M.: Laboratory; laboratory physics (2); laboratory botany (2); experimental chemistry (1).

*Second term.*—Qualitative chemistry; physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (3).





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## THIRD YEAR.

*First term.*—German (2); horticulture (3); agricultural chemistry; invertebrate zoology; English and American literature. P. M.: Horticulture (2); analytical chemistry (3).

*Second term.*—German (2); horticulture (F. of T.) (3); landscape gardening (L. of T.) (3); logic; entomology (F. of T.); descriptive astronomy (L. of T.); agricultural engineering. P. M.: Zoology and entomology (2); horticulture (1); analytical chemistry (2).

## FOURTH YEAR.

*First term.*—Stock feeding and dairying; comparative anatomy; psychology; political economy and international law. P. M.: Comparative anatomy (2); horticulture and farm experiments (2); literary work (1).

*Second term.*—Stock breeding and veterinary science; mineralogy and geology; United States Constitution and business law; psychology. P. M.: Thesis and laboratory work.

## EXPLANATORY STATEMENTS.

In the framing of this course the design has been to fit young men to follow agriculture as a profession with success, never losing sight of the fact that education, in the truest sense, is the end to be attained.

The curriculum of studies is largely scientific and technical, not omitting, however, those branches that pertain to social and civil relations, and that serve to lay a broad foundation for a liberal and generous culture.

The instruction in agriculture is given mainly by lectures, and embraces subjects of great practical importance to the farmer, which are briefly explained under the following heads:

*Agricultural engineering.*—Agricultural engineering includes land surveying, the construction of roads, drainage of land, irrigation, water supply for stock and household, farm implements and machinery, methods of cultivation, and the handling of different farm crops.

*Agricultural chemistry.*—Under agricultural chemistry the following topics are taken up: Origin, formation, and composition of soils; classification of soils and their physical characteristics; chemical composition of plants; sources of plant food; farm manures, their composition, preservation, and application; commercial fertilizers, their origin, composition, preparation, and use; fermentation and decay; the relations of the soils to heat and moisture; the mechanical conditions best adapted to plant growth and the objects to be gained by cultivation.

*Stock feeding.*—The subject of stock feeding treats of animal nutrition; foods and fodders, their composition, digestibility, and comparative values; the calculation of rations for the various classes of farm animals and for various purposes, as for growth, fattening, milk production, and work.

*Dairying.*—Dairying includes the study of milk secretion, the chemical and physical properties of milk, rennet action, milk analysis, and milk testing, and practical lessons in butter and cheese making.

*Botany.*—Botany is taught by text-books, explanatory lectures, and practical laboratory work. The subject embraces general and cryptogamic botany.

General botany considers the structure and uses of the organs of plants; the relation of the plant to the soil and atmosphere; the description, classification, and naming of plants; preparation of plants for the herbarium; the relationship of the more important agricultural plants, and a special study of forage plants. Besides the regular recitations the students have thirty hours of laboratory practice, describing, drawing, and classifying plants, and each prepares a collection of fifty species.



Cryptogamic botany embraces a detailed study of about thirty type forms of the prominent group of nonflowering plants. Their life history is traced in detail by the aid of compound microscopes and accurate drawings of them made. Special attention, so far as possible, is given to useful and injurious forms. Such injurious species as blue mold, black molds, fish molds, mildews, wheat smut, corn smut, ergot, potato rot, black knot, etc., are especially studied and known remedies considered. Fungicides and spraying apparatus receive attention. Students are required to collect specimens and prepare them for the herbarium.

*Horticulture*.—During the first term of the junior year instruction is given in vegetable gardening and fruit growing. Lectures are given concerning the construction, care, and management of greenhouses, hotbeds, and other forcing structures; fertilizers for the garden; the general principles of planting and cultivating; the culture of the leading vegetables in the field and under glass; methods of propagation—grafting, budding, etc.; the culture of orchard fruits and small fruits; the enemies and diseases of vegetables and fruits, with preventives and remedies. The lectures are supplemented by practical work in the forcing house, and in the college gardens and fruit plantations.

In the second term special attention is directed to the underlying principles of horticulture. Lectures are given concerning the laws of plant growth; the variations of plants as affected by soil, climate, and cultivation; methods and effects of crossing and hybridizing; and the principles of selection. Students are required to spend one afternoon each week in the laboratory or in the greenhouse.

*Landscape gardening*.—The object of instruction in this branch is to convey definite ideas concerning the ornamentation of the home grounds, the school yard, and the cemetery, as well as hints on the arrangement of public parks and pleasure grounds; and to encourage a taste for attractive surroundings. The course includes a discussion of the general principles of landscape gardening as an art, and special stress is laid on the practical applications of these principles. Lectures are given on the relative positions of buildings, the arrangement and construction of walks and drives, the formation and care of lawns, the selection and planting of ornamental trees and shrubs with directions for pruning and general care, the improvement of school yards and rural cemeteries.

*Zoology*.—The branches studied that pertain to animal life are: Human physiology, general invertebrate zoology, comparative vertebrate zoology, entomology, stock breeding, and veterinary science.

*Human physiology* occupies one full term. In addition to the use of a textbook, explanatory lectures, the examination of a skeleton, a manikin, models of the larynx, ear, eye, and brain, and dissections of lower animals contribute to a practical knowledge of the anatomy and functions of the human body. Special attention is given to hygiene and pathology. Two hours a week are devoted to laboratory work. This includes an examination of models and dissecting.

*General invertebrate zoology* embraces a detailed study of type forms of all the branches of invertebrates. Packard's *Zoology* is used as a guide. Martin and Huxley's, Brooks's, Colton's, and Osborne's laboratory manuals are followed in laboratory practice so far as they apply. Students daily use the compound microscope to examine minute forms and tissues. Fresh, dried, and alcoholic materials, charts, models, and a good working library of reference books, contribute to a practical knowledge. Students make dissections, careful drawings, and classify the forms studied. Besides a full term in recitations, students do forty hours' laboratory work.

*Comparative vertebrate zoology* embraces a comparative study of type forms of vertebrate animals. The methods and facilities for work are the same as in invertebrate zoology. The college is provided with a set of Auzoux's models and a good working collection of type forms. One hundred and forty-four hours in

recitation and laboratory work are devoted to the subject. Special attention is given to the zoology of the domestic animals.

*Entomology* embraces a study of the anatomy, physiology, classification, and economic importance of insects. Packard's *Entomology* for beginners is used as a guide. This work is preceded by a careful study of the arthropoda. Special attention is given to injurious and beneficial insects. Insecticides and approved methods of destroying insects are considered. About one hundred hours in recitations and laboratory work are devoted to this subject.

*Stock breeding and veterinary science.*—Stock breeding is taken up under such divisions as heredity, atavism, fecundity, in-and-in breeding, cross-breeding; and, connected with the teaching of this subject, studies are made of the various breeds of animals represented on the college farm and instruction given in the scaling of animals. The course of veterinary instruction includes the presentation of the principles of the science with the practical information necessary to enable the student to recognize and treat the more common diseases of our domestic animals, and to meet intelligently emergencies which frequently arise among live stock requiring the aid of the veterinarian.

*Mineralogy* embraces a careful study of the physical and chemical properties and blow-pipe tests of about thirty species of the more common minerals that are useful in the arts and sciences. Special attention is given to building materials and to the minerals that enter into the composition of soils or are applied to soils as fertilizers. Attention is given to the principles of classification and naming of minerals and the arrangement of cabinets.

*Geology* embraces a study of the forces that are and have been at work modifying the features of the earth, a consideration of the records these forces have left in the crust of the earth, and a history of the earth, or a succession of the events that have occurred through the agency of chemical, physical, and vital forces. The subject is illustrated by many mineral, rock, and fossil specimens, and by charts, maps, and diagrams.

Special attention is given to the origin and formation of soils, to the method of conducting geological surveys, and to the geology of Maine. Excursions are made so far as practicable for the purpose of study in geology and natural history.

Throughout the course the endeavor is made to inculcate established principles in agricultural science, and to illustrate and enforce them to the full extent admitted by the appliances of the laboratory and the farm. So far as possible, students are associated with whatever experimental work is carried on, that they may be better fitted to continue such work in after life.

Those who complete this course receive instruction also in mathematics, French, German, English literature, logic, United States Constitution, political economy, and mental and moral philosophy, business law and international law, and on presenting satisfactory theses upon some agricultural topic are entitled to the degree of bachelor of science.

#### SHORT COURSES IN AGRICULTURE.

In addition to the full course in agriculture requiring four years for its completion, short courses in agriculture are arranged to meet the wants of young men who desire to extend their knowledge in their chosen vocation, but who can devote only a limited amount of time to preparation or study.

In order to adapt them to varying conditions of earlier acquirement and of time that can be given to special study, two courses are offered, one extending over a period of two college years and the other over a single year of thirty-six weeks. Both are designed to be intensely practical. While the former affords the wider range of study and practice, the latter in its narrower range offers also a plan of systematic study of prominent and important agricultural subjects.

*Outline of course of two years in agriculture.*

## FIRST YEAR.

*First term.*—Structural and physiological botany; general chemistry; farm accounts and rural and business law; plane geometry, or agricultural physics.

*Second term.*—Plant analysis and horticulture; agricultural chemistry; drainage and road construction; plane trigonometry and surveying, or entomology.

## SECOND YEAR.

*First term.*—Horticulture; agricultural chemistry; animal anatomy and physiology; political economy.

*Second term.*—Stock feeding and dairying; stock breeding and veterinary science; civil government; geology and meteorology.

*Outline of course of one year in agriculture.*

*First term.*—Botany and horticulture; general and agricultural chemistry; animal anatomy and physiology; farm accounts and rural and business law.

*Second term.*—Plant analysis and horticulture; agricultural chemistry; stock feeding and dairying; stock breeding and veterinary science.

## REQUIREMENTS, CERTIFICATES.

Students in these short courses should be at least 16 years of age and have a good common-school education. While no formal entrance examination is required, the professor in charge will satisfy himself of the fitness of candidates to pursue the course selected with success. Young men considerably older than the minimum age named, and who have a practical knowledge of farming, will find one of these short courses especially valuable.

Certificates will be given those completing either of the courses successfully and passing a satisfactory examination. Certificates will also be given on completion of the practical course in dairying, for which arrangements have also been made.

## COURSE IN CIVIL ENGINEERING.

## FIRST YEAR.

*First term.*—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology; physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

*Second term.*—Algebra (6 w.); trigonometry (14 w.); botany; French; physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

## SECOND YEAR.

*First term.*—Descriptive geometry; general chemistry; French (2); German (3); physics. P. M.: Laboratory physics (2); mechanical drawing (3).

*Second term.*—Analytical geometry; descriptive geometry (F. of T.); surveying (L. of T.); physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (F. of T.) (3); field work in surveying (L. of T.) (3).

## THIRD YEAR.

*First term.*—Calculus (3); German (2); Field book and railroad surveying. P. M.: Field work and drawing, or field work and drawing (3); laboratory physics (2).



*Second term.*—Calculus (F. of T.); descriptive astronomy (L. of T.); mechanics of engineering (F. of T.); graphic statics (L. of T.); German (2); logic. P. M.: Isometric and cabinet projection, or laboratory physics (2); isometric and cabinet projection (3).

## FOURTH YEAR.

*First term.*—Civil engineering; stereotomy (F. of T.); sanitary engineering (L. of T.); practical astronomy; political economy and international law. P. M.: Higher surveying.

*Second term.*—Civil engineering; designing; United States Constitution and business law; geology and mineralogy. P. M.: Designing and thesis work.

## EXPLANATORY STATEMENTS.

The object of this course is to give the student a thorough knowledge of higher mathematics, mechanics, astronomy, and drawing, and at the same time a thorough drill in the use and care of the ordinary engineering instruments and in the application of mathematical principles and rules, so that the graduate can at once apply himself to engineering work and be fitted, after a limited amount of experience in the field, to fill positions of importance and trust. The course also affords the education required to prepare the graduate for a responsible position among men as well as among engineers.

The work is identical with that of the other courses during the first year. During the fall term of the sophomore year students in this course work six hours each week on mechanical drawing and four hours in the physical laboratory. In the first part of the last term of this year the afternoons are given to physical and chemical laboratory practice, each student devoting ten hours per week to the laboratories. During the last part of this term the subject of land surveying is taken up, four hours each week being devoted to recitation work and three afternoons or one whole day each week being given to practical surveying in the field, where the student becomes familiar with the use and proper care of the instruments and puts into practice the problems of the text-book so far as is possible in actual surveys.

During the first term of the junior year the subject of railroad surveying is taken up by means of lectures and recitations. From these the student obtains a knowledge of the theory of railroad curves, switches, turn-outs, slope-stakes, the calculation of earthwork, leveling, resistance to trains offered by grades and curves, and the construction of country roads, streets, and pavements. The methods of the class room, so far as possible, are applied in the field by the execution of the preliminary and final surveys of a railroad from the college buildings to some point on the Maine Central Railroad, together with the necessary drawings, calculations of earthwork, and estimate of the cost of building and equipping.

The subject of applied mechanics is taken up the last term of this year. In this the students receive a thorough training in the principles underlying construction, illustrated as far as possible by practical examples, in which these principles are applied. During this term each student in the class works two hours each day in the drawing room, where isometric, cabinet, and perspective projection is taken up by means of lectures and problems drawn by the students.

During the first term of the senior year an extended topographical survey, with the plane table and stadia measurements, is made, based upon a previous trigonometrical determination of the principal points. During this term the students are also taught the use of the current meter, and apply their knowledge in the actual measurement of the volume of the Stillwater River.

In the recitation room, during this term, the principles of hydraulics as applied

in engineering practice are taken up by means of lectures. The strength of materials, their durability, preservation, and fitness for special purposes, and the theories of ties, struts, beams, and arches are fully treated.

Stonecutting is taken up this term by lectures and practical problems, each student being required to make a complete set of working drawings of the most common forms of masonry arches.

Six weeks are devoted to sanitary engineering, special attention being given to ventilation, heating, purity of water supply, and the proper drainage of houses and towns.

The first part of the last term of this year is devoted to the theory of foundations, retaining walls, and roof and bridge trusses, while the last part is given to the application of the principles already learned, to the designing and calculation of various kinds of engineering structures, and to making out estimates and specifications.

*Mineralogy and geology.*—Mineralogy is taught by an introductory course of lectures, followed by laboratory practice in the determination of minerals and rocks, especial attention being given to their value for building purposes. This is immediately followed by a course of lectures in geology, together with excursions for the purpose of studying the rocks in situ, and also superficial deposits. Critical examinations are made in various railroad cuts of the hardness, slaty structure, jointed structure, etc., as bearing upon the cost of excavation.

*Astronomy.*—In the last part of the spring term, descriptive astronomy is taken by the students of the junior class, and practical astronomy in the first term, senior year.

The course in practical astronomy is designed to enable students to determine with accuracy geographical positions. The principal instruments employed are the chronometer, sextant, transit, and for work of precision, the Repsold vertical circle, an instrument made in Hamburg, Germany, for this institution. Practical instruction is given in the use of these instruments and in the most approved methods of reducing observations for the determination of latitude and longitude.

Students in this department on the completion of the full course and the presentation of a satisfactory thesis receive the degree of bachelor of civil engineering. Three years later, on proof of professional work and the presentation of a satisfactory thesis the degree of civil engineer is conferred.

## COURSE IN MECHANICAL ENGINEERING.

### FIRST YEAR.

*First term.*—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology; physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

*Second term.*—Algebra (6 w.); trigonometry (14 w.); botany; French; physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

### SECOND YEAR.

*First term.*—Descriptive geometry; general chemistry; French (2); German (3); physics. P. M.: Carpentry (3); laboratory physics (2).

*Second term.*—Analytical geometry; descriptive geometry (F. of T.); mechanical drawing (L. of T.); physics; French (3); German (2). P. M.: Laboratory physics (2); forge work (3).

## THIRD YEAR.

*First term.*—Calculus (3); link and valve motion (2); German (2); mechanics (3); kinematics. P. M.: Machine work (3); laboratory physics or shop work (2).

*Second term.*—Calculus (F. of T.); descriptive astronomy (L. of T.); isometric and cabinet projection and machine design (3); German (2); logic; mechanics. P. M.: Machine work (3); laboratory physics or shop work (2).

## FOURTH YEAR.

*First term.*—Steam engine; practical astronomy; political economy and international law. P. M.: Mechanical drawing.

*Second term.*—Hydraulic engineering; steam engineering; United States Constitution and business law; geology and mineralogy. P. M.: Machine designing and thesis work.

## EXPLANATORY STATEMENTS.

It is the design of this course to give such a knowledge of mathematics, mechanics, principles of mechanism, drawing, and manual art as shall enable the student successfully to enter practical life as an engineer with the same thorough education in subjects required to fit him for the general duties of life as is afforded by the other courses.

The first two years' work is identical with that of the students in civil engineering, except that carpentry and forge work are taken the second year in place of part of the drawing. In the junior year the first term is devoted to the geometry of machinery, showing the students how different motions may be obtained independently of the power required. Special attention is here given to the subject of gearing, and a full set of problems worked out, illustrating cases commonly occurring in practice. Instruction is also given by lectures and text-book on other methods of transmitting motion, as by belts, cams, couplings, and links. Considerable time is given to the study and designing of the various valve and link motions used on the steam engine. During the second term of the junior year instruction is given in analytical mechanics and the laws of the strength of materials, the student being required to design machine details in accordance with these laws.

The first part of the first term, senior year, is employed in studying the laws of the expansion of steam and their influence upon the construction of steam engines, the subject being illustrated by experiments on the shop engine with the aid of an indicator. During the remainder of the term the students are engaged in designing engines and other machines and in making detail drawings of the same, such as would be required to work from in the shop.

During the last term, senior year, the study of steam engineering is continued in its application to the construction of steam boilers. In connection with this subject the student is required to design a steam boiler in all its details. The subject of hydraulics is taken up briefly by text-book work in hydromechanics and the principles applied to the solution of practical problems.

*Shop work.*—The first term of the sophomore year two hours of each day are devoted to work in carpentry, special attention being given to accuracy of workmanship. Students are encouraged in every way to make articles of practical use.

During the second term of the same year the student receives instruction in forge work, including the welding and tempering of steel. Each student is required to make a set of cold chisels and lathe tools for future use in machine work. A course in machine work during the first term of the junior year gives the student practice in the various methods of shaping and fitting metals by the



use of the chisel, hack saw and file, engine lathe, shaping machine, planer, and milling machine. During their second term the sophomore students in this course take turns in running the shop engine, and are taught the rules of safety and economy in this branch of engineering. Instruction in wood turning and pattern making is given during the senior year. There is also a course in foundry work, in which the student is taught molding and casting. Physical laboratory practice engages the student two afternoons each week throughout the year.

*Drawing.*—The work in drawing commences with a course in free-hand and elementary mechanical drawing, extending through the freshman year.

The first term of the junior year the student spends the time allotted to drawing in working out practical problems on the construction of gear teeth, cams, etc., and in elementary practice in line shading and tinting.

The second term of this year is devoted to isometric projection. During this term the student prepares an original design of some machine, makes working drawings of its details on tracing cloth, and finally prepares copies by the blue-print process. The drafting of the senior year consists of making calculations for designs of engines and boilers, the construction of the necessary working drawings, and making thesis drawings.

The remarks under course in civil engineering with regard to astronomy, mineralogy, and geology apply also to this course, and to them reference is made.

These are required of all students as a condition of graduation, and must be on some subject directly connected with mechanical engineering.

Students in this course receive the degree of bachelor of mechanical engineering upon graduation, with full degree of mechanical engineer three years afterwards upon presentation of a satisfactory thesis and proof of professional work or study.

#### COURSE IN CHEMISTRY.

##### FIRST YEAR.

*First term.*—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology; physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

*Second term.*—Algebra (6 w.); trigonometry (14 w.); botany; French; physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

##### SECOND YEAR.

*First term.*—General chemistry; botany (cryptogamic); French (2); German (3); physics. P. M.: Laboratory physics (2); laboratory botany (2).

*Second term.*—Analytical chemistry; physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (3).

##### THIRD YEAR.

*First term.*—Analytical chemistry; chemistry (3); German (2); invertebrate zoology. P. M.: Analytical chemistry.

*Second term.*—Chemistry (3); German (2); logic; entomology (F. of T.); descriptive astronomy (L. of T.). P. M.: Laboratory work, zoology and entomology (2); analytical chemistry (3).

##### FOURTH YEAR.

*First term.*—Chemistry; psychology; comparative anatomy; political economy and international law. P. M.: Comparative anatomy (2); analytical chemistry (3).

*Second term.*—Chemistry; psychology; United States Constitution and business law; geology and mineralogy. P. M.: Analytical chemistry and thesis work.

## EXPLANATORY STATEMENTS.

This course aims to supply a want felt by students who wish to enter certain industries in which a somewhat extensive knowledge of chemistry is important. The first two years are mainly like those of the other courses, qualitative analysis being, however, obligatory for these students in the second term of the sophomore year.

During the junior year daily recitations are held in advanced inorganic chemistry. In the senior year advanced organic chemistry is taken up. Sophomores have one exercise a week in elementary chemical experiments. The afternoons are devoted to quantitative chemical analysis by the junior and senior students in the course. The work consists of the most useful gravimetric and volumetric methods, beginning with the simple estimations, which are followed by more complex analyses of alloys, minerals, fertilizers, farm products, etc. A short course in the assay of gold and silver is also given.

The class-room text-books used by this department are Remsen's Chemistry and Naquet's Principes de Chimie. In the laboratory are used Craft's Qualitative Chemical Analysis, Fresenius's Quantitative Chemical Analysis, Frankland's Agricultural Chemical Analysis, Flint's Examination of Urine, Rickett's Notes on Assaying, Appleton's Quantitative Analysis, and Classen's Quantitative Analysis.

Valuable books of reference are found in the library.

Students taking qualitative analysis must furnish a deposit of at least \$5 when they begin. Those taking quantitative analysis are required to deposit at least \$7. Students taking the course in chemistry or an extended course in quantitative analysis are expected to provide themselves with a small platinum crucible.

The students, after passing all the required examinations and presenting satisfactory thesis upon some chemical subject, graduate with the degree of bachelor of science.

Postgraduate and special students can make arrangements with the professor of chemistry for an advanced or special course of laboratory work and recitations.

## COURSE IN SCIENCE AND LITERATURE.

## FIRST YEAR.

*First term.*—Rhetoric (4); reading and analysis of authors (1); physiology; solid geometry (12 w.); algebra (4 w.); physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

*Second term.*—French; botany; algebra (6 w.); trigonometry (14 w.); physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); general history (L. of T.) (1); analysis of authors (L. of T.) (1).

## SECOND YEAR.

*First term.*—Botany (cryptogamic); general chemistry; French (2); German (3), physics. P. M.: Laboratory physics (2); laboratory botany (2); general history (1).

*Second term.*—Physics; analytical chemistry; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (3).

## THIRD YEAR.

*First term.*—German (2); Anglo-Saxon (3); English and American literature; invertebrate zoology; advanced physics (2). P. M.: Laboratory physics or chemistry (2); analysis of authors and historical reading (3).

*Second term.*—German (2); philology of the English language (3); logic; entomology (F. of T.); descriptive astronomy (L. of T.); literary work (3); advanced physics (2). P. M.: Laboratory work in physics or chemistry (2); laboratory work in zoology and entomology (2); literary work (1).

#### FOURTH YEAR.

*First term.*—History of civilization; psychology; comparative anatomy; political economy. P. M.: Elements of municipal law (1); comparative anatomy (2); literary work (2).

*Second term.*—Horticulture (F. of T.) (3); landscape gardening (L. of T.) (3); psychology; United States Constitution; international law; geology and mineralogy. P. M.: Literary and scientific work.

#### EXPLANATORY STATEMENTS.

The course in science and literature is designed for those young men and women who intend to pursue professions or callings for which the other courses do not especially fit them.

This course is generally parallel with that of the ordinary classical college, except that a more complete study of the mother tongue and of the natural sciences takes the place of the work done in Latin and Greek.

The aim in this, as in the other curricula of the college, is to educate in the etymological and best sense of the word; to draw the student out, to train and develop his powers of observation and reason, and to avoid so far as possible what is familiarly known as cram. With this end in view, the instruction by text-books and lectures, as will be seen by reference to the foregoing scheme, is closely associated with constant work in the library, laboratories, and field, every means available being employed to bring the student into direct contact with the subject-matter of his studies.

In the study of Anglo-Saxon and English philology the student becomes familiar with the origin of our language, its place in the Teutonic family, its relation to the other Indo-Germanic tongues, the sources whence it has been enriched, and the circumstances that have combined to bring it to its present fullness and strength. In rhetoric, the most important part of the work is held to be the acquirement on the part of the student of an ability to express himself easily and well, hence much attention is given to written exercises, themes, and essays.

In literature, following out the idea that the best way to become acquainted with an author is to study his productions, the text-book is made subordinate to the library work, to which much attention is given during the entire course.

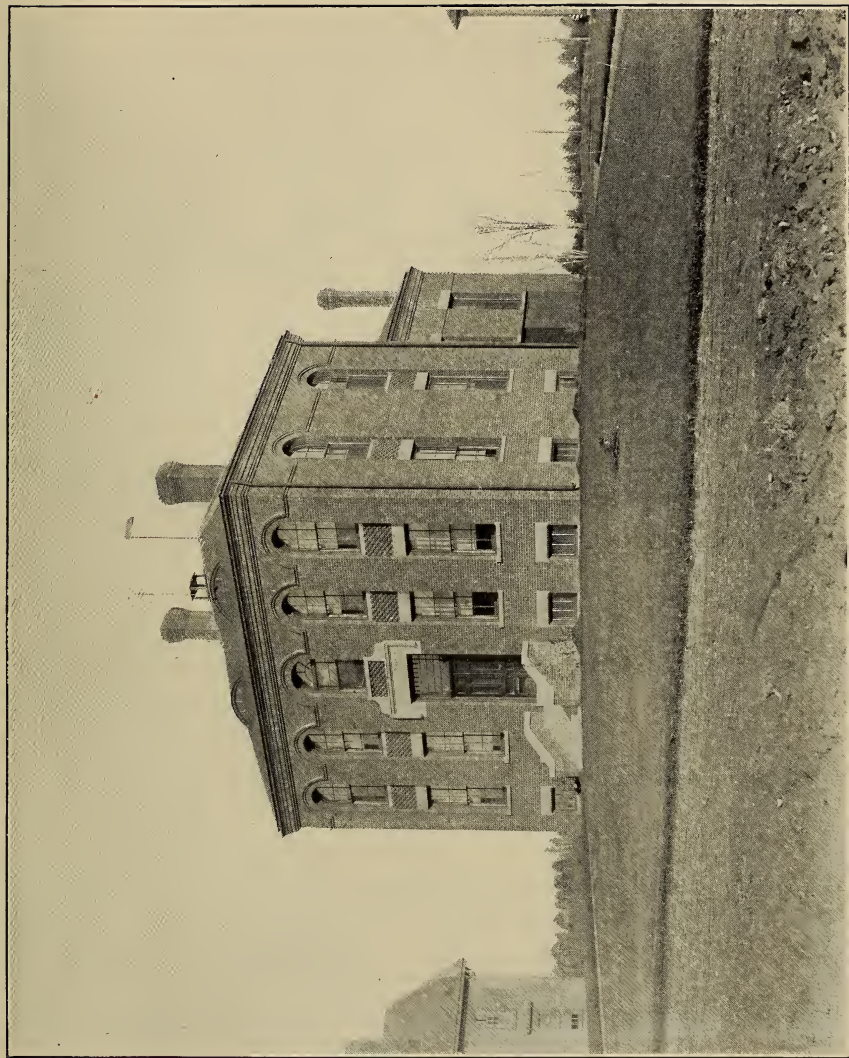
The soundest basis for a liberal education lies in a careful study and a clear knowledge of our own noble language and literature, and it is believed that the line of studies above set forth, supplemented by the courses in French and German, furnishing as it does a broad foundation for a true and generous culture, can not fail to be of the greatest advantage to the young men and women of our State.

Upon graduation the students in science and literature receive the degree of bachelor of science; three years later, on proof of satisfactory advancement and on the presentation of a thesis embodying original work or investigation, they become entitled to the degree of master of science.

#### EXPERIMENT STATION.

By virtue of an act of Congress known as the Hatch bill, approved March 2, 1887, and an act of the Maine legislature in conformity





EXPERIMENT STATION, UNIVERSITY OF MAINE.



therewith, a department in the college was established in 1887, designated the Maine Experiment Station. It has for its objects investigations in agricultural science and experimentation with reference to practical agriculture. It receives from the National Government \$15,000 annually for its support. The outlining of its work is committed to a council consisting of three trustees, the president of the college, the director of the station, the professors of agriculture, horticulture, and natural history, the veterinarian to the station, and a representative from each of the following organizations, viz, the State board of agriculture, the Patrons of Husbandry, and the State Pomological Society. The station staff is at present made up of the following officers:

W. N. Jordan, M. S., director.  
M. C. Fernald, Ph. D., meteorologist.  
Walter Balentine, M. S., experimental agriculturist.  
F. L. Harvey, M. S., botanist and entomologist.  
F. L. Russell, V. S., veterinarian.  
J. M. Bartlett, M. S., chemist.  
L. H. Merrill, B. S., chemist.  
W. M. Munson, M. S., horticulturist.  
H. P. Gould, assistant in horticulture.  
A. M. Shaw, foreman on farm.  
Mrs. Jennie Waitt, clerk.

#### GOVERNMENT AND CERTAIN GENERAL STATEMENTS.

While the administration of government is committed to the faculty, a system of cooperation has been maintained since 1873, by which a measure of responsibility for good order and upright conduct has been lodged with the students themselves. They have respected the trust and the system has proved valuable.

Students are required to attend daily prayers at the college and public worship on the Sabbath at some one of the neighboring churches, unless excused by the president.

Labor required of students is regarded as educational or noneducational. For the latter compensation is made; for the former no pecuniary compensation is made, its value being received from its educational character.

Military instruction is given throughout the entire course by an officer assigned by the United States Government.

Women are admitted to the college by virtue of a law of the State enacted in 1872.

#### FARM, BUILDINGS, APPARATUS, AND LIBRARY.

The farm connected with the college furnishes lessons in the best methods of agricultural practice, and is designed to be so conducted as to be an educational appliance of the institution, especially for students in the agricultural course.



A brief description of the principal buildings is herewith given. The first building constructed on the campus, early known as "White Hall," and later as "Wingate Hall," was destroyed by fire in February, 1890. In its place was erected in 1891 a substantial brick edifice, bearing the name of "Wingate Hall," devoted principally to the departments of civil and mechanical engineering. It furnishes in addition class rooms and a lecture room for other departments and a room for the Young Men's Christian Association.

The chemical laboratory was completed in 1870. It was modeled after the corresponding building at Brown University, Providence, R. I. It is a two-story brick building, with an ell of one story used as a working laboratory. Besides all the space necessary for excellent work in chemistry, there are rooms devoted to mineralogy and photography.

Oak Hall, completed in 1871, is a four-story brick building, containing 48 rooms, and is used as a dormitory. In the rear of this hall and connected with it by a corridor is the boarding house, a two-story wooden building, in which is the college dining hall.

The mechanical shop is a plain wooden structure, erected in 1883, which furnishes accommodations for the practical work of the mechanical department. The main building is 56 by 36 feet, two stories in height, and contains on the first floor machine room, filing room, engine room, wash room, and tool room. The second floor is wholly devoted to wood working. The ell, 56 by 24 feet, one story in height, with monitor roof, is used as a forge room, and adjoining this is the foundry, recently constructed. In the development of shop instruction the principal processes of metal working and wood working, including wood turning, are now taught.

Coburn Hall, dedicated in June, 1888, furnishes adequate accommodations for the departments of natural history and agriculture and contains the museum. It also includes a hall used as a chapel, with seating capacity for 400 persons, a room devoted to the purposes of a physical laboratory, and the college library and reading room.

In 1889 a substantial brick building was completed for the department of the college known as the "experiment station."

In 1890 a building was constructed for the department of horticulture, and in 1891 a dairy house fully equipped with modern apparatus and machinery for the school of dairying.

Besides the buildings which have been noticed, there are on the college grounds the president's house, a professor's house, 2 houses rented to students, 1 society hall, 2 cottages, and a commodious set of farm buildings comprising a house, 3 barns, and other outbuildings.

The college is supplied with a good amount of physical, astronomical, and chemical apparatus; also with apparatus adapted to the needs of the departments of civil and mechanical engineering, natural his-

tory collections, farm implements and machinery, and other collections suited to the wants of the department of agriculture.

The library contains above 7,500 bound volumes.

#### VALUE OF PROPERTY AND ENDOWMENT.

The value of the college property in buildings is \$184,000; value of library, \$12,000; of apparatus, \$44,000; of farm, tools, stock, carriages, and furniture, \$20,000; making a total of \$260,000. The college has derived its principal endowment from the sale of the land to which, under the act of 1862, it was entitled. Unfortunately for its financial status, this land, amounting for the State of Maine to 210,000 acres, was put on the market when prices for land unlocated were merely nominal. In 1866, by authority of the State legislature, all the land, except 16,200 acres, was sold by the governor, Hon. Samuel Cony, and his executive council, for about 53 cents per acre. In 1870 the remaining 16,200 acres were sold by Governor Chamberlain for 84 cents per acre.

The amount received from the sale of land (\$118,300) was invested in State of Maine bonds bearing interest at the rate of 6 per cent. The character of the investment remains unchanged, but the rate of interest was reduced in 1889 to 5 per cent. To this fund \$13,000 of accumulated interest has been added, making the total interest-bearing fund from this source \$131,300. By will of the late ex-Governor Abner Coburn, of Skowhegan, Me., the endowment fund was increased by \$100,000—a munificent gift, which not only furnishes a valuable addition to the resources of the college, but constitutes a permanent testimonial to Governor Coburn's intelligent and philanthropic interest in the cause of industrial education. This latter fund is invested also in a State of Maine bond bearing interest at 4 per cent. The interest-bearing endowment is therefore \$231,300, yielding an annual revenue of about \$10,500, in addition to the amounts received from the United States Government under the Hatch and Morrill acts.

#### THE BOUNTY OF THE STATE TO THE COLLEGE.

The bounty of the State to the college is shown by the following record of legislative appropriations for its aid:

1867 .....	\$20,000	1878 .....	\$6,500
1868 .....	10,000	1880 .....	3,000
1870 .....	50,000	1881 .....	3,500
1871 .....	6,000	1883 .....	13,000
1872 .....	18,000	1885 .....	12,400
1873 .....	24,000	1887 .....	34,600
1874 .....	12,500	1889 .....	30,000
1875 .....	10,500	1891 .....	24,500
1876 .....	8,000		
1877 .....	15,218	Total .....	301,718

The early appropriations were largely devoted to the construction of three of the principal buildings. In fact, the larger part of the appropriations by the State has gone into buildings, all of which are on the college grounds and in good condition, and into apparatus and other equipments designed to enhance the value of the work of instruction. For supplementing the proceeds of the endowment funds and the receipts from tuition the drafts made upon the State appropriations in payment of salaries and other general expenses have averaged less than \$3,000 a year.

In her fostering care for all of her institutions, Maine, compared with many of her sister States, can be said to have been only fairly generous, not lavish, in her expenditure upon her State college. She manifests, however, a constant and abiding interest in its welfare, and, with continued and increasing prosperity, may confidently be relied upon to provide other buildings as they shall be needed and to furnish the means of further strengthening and developing all the growing departments of the college.

#### THE BOUNTY OF INDIVIDUALS.

In connection with the appropriations by the State, reference should be made to the bounty of individuals. Before the college was opened to students, Bangor gave to it \$12,000; and since the admission of students in 1868 it has been each year the recipient, in one form or another, of individual favor and bounty. Ex-Governor Coburn, whose munificence has already been cited, was especially helpful by the bestowal of timely gifts, and thus frequently tided a department over a hard place or came to the assistance of the college when in extremity.

#### REAL SOURCE OF STRENGTH.

It is not, however, the endowment, not the buildings, indispensable as they are, not the bounty of the State or of individuals, nor all of these combined, that determine the life and character of an institution of learning. Without some or all of these aids, it is true, the institution may not exist; but with them <sup>even</sup> it may prove a failure, and all its work may come to naught. <sup>For</sup> <sup>in</sup> <sup>its</sup> <sup>real</sup> <sup>life</sup> it is much more dependent upon the energy and spirit of those who administer its affairs, upon the fidelity and genius of those who fill offices of instruction, upon the purpose and quality of those who seek instruction and guidance, and especially upon the harmonious working together of all these elements, inasmuch as they are the potent factors in an institution's permanent upbuilding and success. In this last regard the Maine State College has been exceptionally fortunate. Its growth, therefore, although less vigorous and ample than its friends could desire, has been an entirely healthy growth, and its promise and outlook are regarded as in a high degree encouraging.



## THE ALUMNI AND THEIR VOCATIONS.

The number of graduates is 369, comprising 346 men and 23 women. The number of students who have pursued special or partial courses, extending through periods varying from one term to three and a half years, averaging one and a half years for each, is 346. These numbers do not include the 145 students now in attendance upon this institution. It thus appears that 860 students have enjoyed or are now enjoying the benefits of the courses of instruction offered by this college.

The extent to which the alumni have engaged in the substantial industries, and their excellent standing wherever known, are regarded as occasions of just pride by all friends of the institution. Of the 369 graduates, 350 are now living. The following table gives their occupations and the relative percentages in each calling:

	Number.	Percent- age.		Number.	Percent- age.
Farmers .....	17	5	Physicians .....	10	3
Specialists in agriculture <sup>a</sup> .....	17	5	Lawyers .....	17	5
Engineers in chief on rail- roads .....	6	2	Clergymen .....	3	1
Civil engineers .....	66	19	Journalists .....	8	2
Architects .....	4	1	In commercial business .....	21	6
Mechanical engineers .....	44	12	Teachers <sup>b</sup> .....	35	10
Superintendents of manu- factories .....	5	1	Miscellaneous and un- known .....	81	23
Manufacturers .....	16	5	Total .....	350	100

<sup>a</sup> Including 2 professors of agriculture, 1 professor of botany and horticulture, 2 directors of agricultural experiment stations, 5 assistants in agricultural experiment stations, 3 veterinary surgeons, and 1 editor of an agricultural paper.

<sup>b</sup> Including 8 professors and 5 instructors in agricultural and mechanical colleges.

From the foregoing table it appears that only 9 per cent of the graduates are engaged in the so-called professions, and that 91 per cent are engaged in varied and largely practical industries. Ten per cent are engaged either in farming or in some of the higher forms of service in agriculture, 40 per cent in civil and mechanical engineering or allied forms of labor, and 5 per cent in manufactures, making 55 per cent in these few very important vocations of industrial life. Of the 81 classed in the table under the head "miscellaneous and unknown," many will find their permanent places in some of the occupations named.

## CONCLUSION.

The history of the Maine State College can be regarded as in no sense peculiar. It makes claim to no distinction above that of other institutions of its class. Like most of them it has experienced the wonted mutations of fortune or condition; has known dark days and bright days, and, like them also, it has maintained through all its vicissitudes its obligations unimpaired, and has kept steadfast faith in the future.

*List of trustees of the Maine State College of Agriculture and the Mechanic Arts, from 1867 to 1892, and terms of service.*

- Hon. Abner Coburn, 1867 to 1879; president of the board, 1867 to 1879.  
 Rev. Samuel F. Dike, 1867 to 1879.  
 Hon. William P. Wingate, 1867 to 1883; president of the board, 1879 to 1883.  
 Hon. Lyndon Oak, 1867 to 1889; secretary of the board, 1871 to 1883; president of the board, 1883 to 1889.  
 Hon. Nathaniel Wilson, 1867 to 1869.  
 Hon. George R. Sewall, 1867 to 1868.  
 Hon. Isaiah Stetson, 1867; resigned, May 15, 1867.  
 Hon. Nathan Dane, 1868 to 1869.  
 Hon. Thomas S. Lang, 1868 to 1874.  
 Hon. S. L. Goodale, 1869 to 1873.  
 Hon. S. F. Perley, 1869 to 1874.  
 Hon. James C. Madigan, 1869 to 1879.  
 Hon. S. L. Boardman, 1873 to 1879.  
 Hon. Sylvanus T. Hincks, 1874 to 1881.  
 Hon. Caleb A. Chaplin, 1874 to 1884.  
 Hon. Luther S. Moore, 1879 to 1886.  
 Hon. Emory O. Bean, 1879 to 1883.  
 Hon. A. M. Robinson, 1880 to 1887.  
 Hon. Z. A. Gilbert, 1880 to 1889.  
 Hon. Daniel H. Thing, 1881 to 1888.  
 Capt. Charles W. Keyes, 1883 to 1890.  
 Hon. William T. Haines, secretary, 1883.  
 Hon. E. E. Parkhurst, 1884 to 1888.  
 Gen. R. B. Shepherd, 1885.  
 Arthur L. Moore, B. S., 1886.  
 Rutillus Alden, esq., 1888.  
 William H. Strickland, esq., 1888 to 1891.  
 Hon. Fred Atwood, 1888 to 1891.  
 Hon. Charles P. Allen, 1889.  
 Hon. Rufus Prince, 1890 to 1891.  
 Hon. Henry Lord, 1891.  
 B. F. Briggs, esq., 1891.  
 G. J. Shaw, esq., 1891.

LIST OF TREASURERS.

- Hon. Isaiah Stetson, 1867 to 1879.  
 Col. Eben Webster, 1879 to 1883.  
 J. Fred Webster, esq., 1883 to 1889.  
 Prof. G. H. Hamlin, 1889.

*List of presidents, professors, and instructors of the Maine State College of Agriculture and the Mechanic Arts, from its organization, 1868 to 1892.*

PRESIDENTS.

- Merritt C. Fernald, A. M., acting president, 1868 to 1871.  
 Charles F. Allen, A. M., D. D., president, 1871 to 1879.  
 Merritt C. Fernald, A. M., Ph. D., president, 1879.

## PROFESSORS AND INSTRUCTORS.

Merritt C. Fernald, A. M., professor of mathematics and physics, 1868 to 1879; physics, mental and moral science, 1879.

Samuel Johnson, A. M., instructor in agriculture and farm superintendent, 1868 to 1871.

Stephen F. Peckham, A. M., professor of chemistry, 1869 to 1871.

Calvin Cutter, M. D., lecturer on anatomy, physiology, and hygiene, 1869 to 1871.

Corydon B. Lakin, instructor in bookkeeping, 1869 to 1871.

Capt. Henry E. Sellers, military instructor, 1869 and 1870.

John Swift, B. S., instructor in botany and horticulture, 1870 to 1871.

Mrs. Mary L. Fernald, instructor in French and German, 1870 and 1871.

X. A. Willard, A. M., lecturer on dairy farming, 1870.

James J. H. Gregory, A. M., lecturer on market farming and gardening, 1870.

A. S. Packard, jr., M. D., lecturer on useful and injurious insects, 1871.

E. S. Morse, lecturer on comparative anatomy and zoology, 1871.

Wm. E. Hoyt, instructor in descriptive geometry and mechanical drawing, 1871.

C. F. Allen, A. M.; D. D., professor in English literature and mental and moral science, 1871 to 1879.

William A. Pike, C. E., professor of civil engineering, 1871 to 1880.

Robert L. Packard, A. M., professor of chemistry and modern languages, 1872.

Charles H. Fernald, A. M., professor of natural history, 1871 to 1886.

Joseph R. Farrington, farm superintendent, 1871 to 1878; instructor in agriculture, 1878 and 1879.

Capt. James Deane, military instructor, 1871 to 1874.

John Perley, instructor in bookkeeping, 1872 to 1874.

C. F. Stone, professor of chemistry, 1873 (spring), three months.

W. O. Atwater, professor of chemistry, 1873.

Alfred B. Aubert, B. S., professor of chemistry, 1874.

Randall Whittier, professor of modern languages and mechanics, 1873 and 1874.

Prof. James Law, V. S., lecturer on veterinary science, 1874.

George H. Hamlin, C. E., assistant in engineering, 1873-74; assistant professor, 1874 to 1876; professor of drawing and field engineering, 1876 to 1879; professor of mathematics and drawing, 1879-80; professor of civil engineering, 1880.

Winfield S. Chaplin, professor of modern languages and mechanics and military instructor, 1874 to 1877.

Francis L. Hill, professor of modern languages and military instructor, 1877 and 1878.

Miss Isabel S. Allen, instructor in German, 1877.

Timothy G. Rich, farm superintendent, 1879 to 1882.

Allen E. Rogers, A. M., instructor in modern languages and military science, 1879 and 1880; professor of modern languages and instructor in military science, 1880 to 1882; professor of modern languages, logic, and political economy, 1882 to 1891; professor of history, logic, and civics, 1891.

Whitman H. Jordan, B. S., instructor in agriculture, 1879 and 1880.

Wilbur F. Decker, B. M. E., instructor in shopwork, 1879 and 1880.

Charles H. Benjamin, M. E., instructor in mechanical engineering, 1880 and 1881; professor of mechanical engineering, 1881 to 1887.

Walter Balentine, M. S., instructor in agriculture, 1881-82; professor, 1882.

Walter Flint, B. M. E., instructor in vise work and forge work, 1881 to 1887; professor of mechanical engineering, 1887.

Lieut. Edgar W. Howe, Seventeenth Infantry, U. S. Army, professor of military science and tactics, 1882 to 1885.



Gilbert M. Gowell, farm superintendent, 1882 to 1887; instructor in practical agriculture, 1891.

Lieut. Charles L. Phillips, professor of military science and tactics, 1885 to 1888.

Francis L. Harvey, M. S., professor of natural history, 1886.

James N. Hart, B. C. E., instructor in mathematics and drawing, 1887.

Howard S. Webb, B. M. E., instructor in shopwork, 1887.

Lieut. Everard E. Hatch, professor of military science and tactics, 1888 to 1891.

Fremont L. Russell, D. V. S., instructor in veterinary science, 1889.

Fred P. Briggs, B. S., assistant in natural history, 1889.

Nathan C. Grover, B. C. E., assistant in civil engineering, 1890.

Harriet Converse Fernald, M. S., librarian, 1890.

Welton M. Munson, M. S., professor of horticulture and landscape gardening, 1891.

Horace M. Estabrooke, M. S., A. M., professor of rhetoric and modern languages, 1891.

James S. Stevens, M. S., Ph. D., professor of physics, 1891.

Lieut. Mark L. Hersey, professor of military science and tactics, 1891.

David Wilder Colby, B. S., assistant in chemistry, 1891.

David W. Trine, B. S., assistant in horticulture, 1892.

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Files of Maine Farmer, of the College Cadet, and of the local papers.

Reports of the board of trustees.

Reports of the commissioner of education.

Reports of conventions of agricultural colleges and experiment stations called by the United States Commissioner of Agriculture.

Reports of Association of American Agricultural Colleges and Experiment Stations.

Historical sketch by President M. C. Fernald in the New England Magazine for April-May, 1887.

Historical address by Hon. Lyndon Oak and other papers on occasion of dedication of Coburn Hall, June 26, 1888.

#### SUPPLEMENTARY NOTE.

In 1893 the writer retired from the presidency of the college, after a service for it of twenty-five years, during fourteen years of which he was its president.

His successor in office is Dr. A. W. Harris, formerly director of the office of experiment stations, Washington, D. C. Dr. Harris has entered upon his new duties with a degree of earnestness and enthusiasm which augurs well for the future of the college under his administration.

The death of Prof. Walter Balentine in 1894 rendered necessary the choice of a professor of agriculture in his place. The duties of this chair have been assigned to Prof. W. H. Jordan, director of the Maine experiment station.

A course in electrical engineering and a course in pharmacy have been introduced, and additions rendered necessary in the teaching force have been made.

A library school has been started, and a course of instruction of one year in library economy is now given. Short winter courses of twelve weeks are now offered in general agriculture, dairying, poultry management, carpentry, and ironwork.

Lectures by members of the faculty are also given at various points in the State under the plan of university extension.

Appropriations by the State since the records were made in the body of this sketch have amounted to \$52,500, \$20,000 of which will be available in 1896. The number of students in attendance upon the college in the year 1895 was 203. The faculty is made up of earnest, able, and hard-working men. The buildings and equipments are admirably adapted to the purposes of the institution, and a career of large usefulness for the State and the nation may reasonably be expected of it.

## Chapter VIII.

### NORMAL SCHOOLS.

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In the first report of the State board of education in 1847, the hope was expressed that the State might some day have an amply endowed institution for the education of teachers. In each subsequent report of the board attention was called to the subject. The State superintendent in 1854, and the various teachers' conventions urged the matter upon the attention of the legislature. In 1860 a law was passed establishing normal departments in 18 academies of the State. After two years' trial, with unsatisfactory results, the act was repealed. In February, 1863, the trustees of Farmington Academy, at the instance of A. P. Kelsey, the principal, memorialized the legislature for the establishment of a normal school, offering to contribute the academic property and funds toward that object. This led to the passage of the act of March 25, 1863, authorizing the establishment of two schools, one in the eastern part of the State and one in the western.

The act establishing the normal schools prescribes that they "shall be thoroughly devoted to their work of training teachers for their professional labors;" that "the course of study shall include the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils;" that "the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of said schools;" and that "teaching the fundamental truths of Christianity, and the great principles of morality, recognized by statute, they shall be free from all denominational teachings and open to persons of different religious connections on terms of perfect equality."

#### STATE NORMAL SCHOOL AT FARMINGTON.<sup>a</sup>

Three commissioners were appointed to invite and receive proposals for the location of the new schools. Acting upon the report made by them the governor and council established the first normal school at Farmington in October, 1863, on condition that the trustees of Farmington Academy should furnish, without expense to the State, suit-

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<sup>a</sup> Maine school reports, 1865 to 1891.

Annual registers of the State Normal School at Farmington.

G. C. Purington: History of the State Normal School, Farmington, 1889.



able buildings for the instruction of 200 pupils for a term of five years. The buildings were to be completed by August 15, 1864, and the trustees at once proceeded to erect a brick building, which, with the wooden building of the old academy, should afford the required accommodations. In erecting this building the trustees expended more than \$8,000. To accommodate the increased number of students twenty-five years later it was found necessary to remodel and enlarge this building, nearly doubling its size.

Mr. Ambrose P. Kelsey, to whose labors the school owed its existence, was chosen principal, and the first normal school of Maine began its sessions August 24, 1864, in Beal's Hall, the school building not being ready until the beginning of the winter term. Thirty-one pupils from 9 different counties constituted the school during the first term; 130 entered during the year. Mr. Kelsey resigned after the arduous labors of the first year, and Mr. George M. Gage, his assistant, was promoted to be principal. At the close of the second year, May 25, 1866, a class of 10 ladies graduated. Mr. Gage declined a reelection in 1868, and Charles C. Rounds, Ph. D., was chosen as his successor, which position he continued to fill with eminent ability for fifteen years.

In this long period of service Dr. Rounds achieved for the school the high repute which it has continued to maintain for the thorough character of the professional training given. He imparted to the 377 pupils whom he graduated, and to all who came under his instruction, much of his own enthusiasm for all that pertains to good instruction. On account of his untiring labors for the cause of education in the State, as teacher, lecturer, and writer, he gained for the Farmington Normal School an assured position among the educational institutions of Maine, and won for himself, in the words of Superintendent Luce in his report for 1883, "a place in our educational history second to that of no other man."

George C. Purington, A. M., was called to succeed Dr. Rounds in 1883, and has ably maintained the reputation of the school to the present time. In 1889 he prepared a volume commemorating the first quarter century of the school, containing carefully prepared biographical outlines concerning all the teachers and graduates with valuable statistics. The number of pupils who had been connected with the school up to 1889 is 2,159, only 22 of whom came from outside of the State. The number of graduates is 658, of whom 505 are ladies; graduates of the advanced course, 25, including 16 ladies.

#### CONDITIONS OF ADMISSION.

Gentlemen must be 17 years of age at admission or during the first term; ladies, 16. Candidates must present a certificate of good moral character from some responsible person, acknowledge their obligation to faithfully observe all the regulations of the school, pass a

satisfactory examination in arithmetic, through fractions, in geography, upon the general principles of mathematical geography, as laid down in common school text-books, in general upon the continents, and in more detail upon the United States and the State of Maine; in grammar, reading, and spelling.

Each pupil pays an incidental fee of \$1.50 at the beginning of each term.

Tuition is free to pupils of the required age who take the regular course of study and pledge themselves to teach in the public schools of Maine as long a time as they remain connected with the normal school. Others pay a tuition of \$10 per term.

#### COURSE OF STUDY.

The regular course of study is arranged for two years of three terms each, and includes in review the studies pursued in the common schools and such others as experience has shown are essential to the mental discipline and culture of those who are to become teachers.

Teachers of good attainments and considerable experience, graduates of high schools, academies, scientific schools, and colleges, who after one term's work show that they are well prepared in the subject-matter of the course can graduate with profit in less than the two years—high school graduates usually in one year—and will be allowed to do so after performing the purely professional work and passing a satisfactory examination in the remaining studies of the course.

#### TRAINING SCHOOL.

Under the control of the principal and in connection with the normal school, in a room well adapted for the purpose and taught by a teacher especially fitted for such work, is the model primary school. It has four grades, covering the work of four years. Here, during the last two terms of their course, the students of the normal school put in practice, under the careful supervision of a trained teacher, the theories they have learned, first observing the methods of the regular teacher, and then, each in turn, taking full charge of the different classes for definite periods.

#### ADVANCED COURSE.

To meet the demand for teachers in high schools there is an advanced course of one year, open to the graduates of this and the other normal schools of the State. Supplementing as it does the regular course, its importance can hardly be overestimated.

#### STATE NORMAL SCHOOL AT CASTINE.

The second normal school, designed to afford to the eastern portion of the State the advantages of a training school for teachers, is estab-

lished at Castine, in Hancock County.<sup>a</sup> Its first session began September 7, 1867, with 12 students, under the instruction of Mr. G. T. Fletcher. The citizens of Castine gave the use of an excellent building for five years, with furniture and valuable apparatus. A library of about 300 volumes was contributed by friends of the enterprise. The attendance at the opening of the second year was 51, from which number the first class of 8 pupils graduated in May, 1869. The design of the school was not sufficiently understood at first, and there may also have been some disposition to be content with such training as young teachers would receive in high schools. But the people in that section of the State soon learned of the school and its practical value. The fourth year saw 140 pupils in attendance, and this remarkable increase made it evident that more ample accommodations must at once be provided.

The town of Castine gave a lot of land and the legislature appropriated \$20,000 for the erection of a school building, which was completed in January, 1873, and dedicated in May following. The building is of brick, two and one-half stories high, 46 by 68 feet in dimensions of the central portion, with front and rear extensions.

The well-lighted basement contains a chemical laboratory, steam heating apparatus, and water-closets. Four recitation rooms are on the first floor, but the main schoolroom, 66 by 44 feet, is on the second floor. It has room for 200 pupils. Five thousand dollars were expended by the State for furnishing the new building and making improvements on the grounds. A large, fine-toned bell was given by Deacon Samuel Adams, and an interesting collection of minerals, shells, and curiosities presented by William Freeman, jr.

Established in its own building, the school at once increased in importance and in students. From that time it became one of the permanent institutions of the State, receiving regular appropriations for its maintenance. Requirements for admission are the same as for the other normal schools of the State.

Mr. Fletcher resigned his position as principal in 1879, and Mr. Roliston Woodbury, assistant at the Farmington Normal School, was promoted to be principal at Castine. The responsible duties of his office Mr. Woodbury continued to discharge with the fidelity of a veteran soldier and the quiet, unobtrusive patience of the Christian gentleman until his death, November 1, 1888.<sup>b</sup>

Mr. Albert F. Richardson succeeded Mr. Woodbury, and continues to conduct the school with marked ability and vigor. The increase in attendance has rendered an enlargement of the building necessary. Accordingly, the State in 1889 expended \$8,000 in the erection and furnishing of an extension to the rear of the main building, 40 feet

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<sup>a</sup> Maine School Reports, 1867 to 1891. Catalogues of the Eastern State Normal School, Castine.

<sup>b</sup> "In memoriam": Address by C. C. Rounds (Maine School Report, 1888, p. 134).



square and two stories high. This addition gives room for the model school and adds two general recitation rooms, with library, teachers rooms, and apparatus room.

#### STATE NORMAL SCHOOL AT GORHAM.

The advantages enjoyed by the central and eastern sections of the State in possessing the flourishing normal schools at Farmington and Castine soon created a desire for like privileges in the western and more populous section. Accordingly, we find Hon. Frederick Robie, of Gorham, introducing an order in the house of representatives January 18, 1877, requiring—

That the superintendent of common schools be, and is hereby, requested to make such examination as he may deem necessary, looking to the establishment of a normal school in the western part of the State; and all parties interested are hereby authorized to communicate with him, setting forth the advantages of locality and the pecuniary benefits that may be offered to secure the school, and report by bill or otherwise to the next legislature.

This was followed by an order, introduced by the same gentleman, January 17, 1878, calling upon the superintendent "to report any information or facts that he may have received from localities desiring a normal school, and his own conclusions and judgment in regard to the matter."<sup>a</sup> Two days later the subject was referred to the committee on education. The State superintendent, Hon. W. J. Corthell, in his report dated January 24, 1878, while recognizing that the imperative need of our schools is trained teachers, yet is forced to confess that the low standard of qualifications with which our school managers are satisfied does not indicate a demand for more normal schools of the same character. He urges the immediate establishment of a school on a different plan, with a course limited to six months. In this brief period Mr. Corthell believed that the pupils, most of whom had already begun teaching in the country schools, might review the subjects there taught and study methods of teaching, school organization, management, and discipline, in connection with practice in a model school. He therefore recommended that the State board of trustees of normal schools be empowered to locate such a school if any town suitably situated would furnish the necessary land and buildings.

The committee on education, to whom this report was referred, had before them petitions from the mayors of Portland, Biddeford, and Saco,<sup>b</sup> with the school authorities of those cities, urging the establishment of a normal school in the western part of the State. The town of Gorham, 10 miles from Portland, offered, through its representative, the land and buildings requisite, and the committee reported

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<sup>a</sup> Account of the establishment of the State Normal School at Gorham, Me., and of the exercises at the dedication of the new school building. Portland, 1879.

<sup>b</sup> Journal of the house of representatives, 1877, 1878.

a bill, which passed the house by a vote of 101 to 34, and the senate by a vote of 17 to 6, and was approved February 19, 1878, establishing an additional normal school at Gorham on that condition. The trustees of Gorham Seminary were empowered by an act of the legislature approved February 21, 1878, to make a transfer of their property for the use of the new school, and authority was given to the town of Gorham, or any of its school districts, by act approved the same date, to raise a sum, not exceeding \$15,000, for providing suitable buildings.<sup>a</sup> At the annual town meeting of Gorham, March 4, 1878, a very large proportion of the voters being present, after a full discussion the town unanimously voted to raise \$15,000 to aid in erecting a building for the normal school. The building committee appointed by the town consisted of Frederick Robie, Daniel C. Emery, John A. Waterman, Stephen Hinkley, Roscoe G. Harding, Solomon B. Cloudman, and Reuben Lowell. This committee, increased by the addition of George B. Emery, Joseph Ridlon, Marshall Irish, Henry H. Hunt, Humphrey Cousins, Lewis McLellan, and George W. Lowell, representing the trustees of Gorham Seminary and the subscribers to the fund raised for the normal school building, made their report to the town at its annual meeting in March, 1879. The amount raised and expended in the erection of the building and adornment of the grounds was \$27,511.71.

This amount had been collected from the following sources:

Town of Gorham, special tax .....	\$15,000.00
Citizens' subscription .....	7,170.00
Trustees of Gorham Seminary .....	5,321.21
Sale of sundry property .....	20.50
<b>Total .....</b>	<b>27,511.71</b>

It is worthy of note that the committee themselves subscribed \$5,550 of the amount.

#### THE SCHOOL BUILDING.

The entire edifice rests on a solid ledge. The foundations are laid in cement, and the underpinning, steps, and buttresses are of Maine granite. The walls and partitions are 14 inches thick, of brick, with trimmings of Nova Scotia freestone. The entire canopy over the main entrance is of freestone and supported by freestone columns with carved capitals.

The style of the building is modern Gothic. On the front of the building is a tower 14 by 16 feet and 90 feet high, with pyramidal roof, ornamented with iron cresting and a copper vane. On either side of the main building there is a pavilion, each being 8 by 24 feet in size and 70 feet high. The roofs have a pitch of about 45 degrees and are slated and finished with ornamental iron cresting.

<sup>a</sup> Acts and resolves of Maine, 1878, ch. 44, p. 37, and ch. 89, 90, p. 81.

The general ground plan is in the form of a cross, the vestibule and dressing rooms forming the head, the main building making the two arms, and the two model schoolrooms the foot. The principal entrance opens into a vestibule 33 by 19 feet, from which two staircases lead to the second and third stories. On both sides are dressing rooms; a corridor communicates with the entrances to the model-schoolroom. On the right of this corridor is a class room 24 by 27 feet and a laboratory of the same dimensions. On the left are three class rooms, one 17 by 34 feet, and the others 12 by 27 feet each. All can be thrown into one room by sliding partitions.

The first story is 14 feet high; the second, 16; the third story remains unfinished. In the basement are located the steam boiler, cisterns, water tanks, and closets. Each of the model rooms is 22 by 26 feet, with an outside entrance, giving three spacious entrances on the ground floor. On the second floor is a hall 33 by 17 feet; the main hall and schoolroom, 48 by 70 feet; and in the rear a class room, 34 by 22 feet; teachers' room, 18 by 22 feet, and a library of the same size. The whole building is heated by steam. The trustees of Gorham Seminary, duly empowered by act of legislature approved February 21, 1878, relinquished their property; and the seminary boarding house, containing 40 rooms for students, was put in complete repair, furnished with steam heating apparatus, and the whole property conveyed to the State by deeds from the town of Gorham and citizens. The trustees accepted the same in behalf of the State, and having furnished the school with maps, charts, reference books, and other needed appliances, appointed Hon. W. J. Corthell to take charge of the new enterprise.

Mr. Corthell, but recently the State superintendent and for many years one of the foremost educators in the State, secured five assistant teachers for the several departments, and opened the first term of the school January 29, 1879. Eighty-five pupils presented themselves, a sufficient demonstration of the demand for a third normal school. The candidates were examined in reading, geography, arithmetic, grammar and analysis, mental arithmetic, history, bookkeeping, and physiology. At the end of the school year, January 20, 1880, diplomas were granted to 45, with certificates of three grades, expressing the standing of the graduate in respect to knowledge, temper, and disposition suitable to teach.

At the outset the course of study was arranged to cover one year, but it was found to put too great strain upon teachers and pupils, and after a trial of two years the course was lengthened one year to conform with that of the other normal school. In his report for 1888, Principal Corthell urged the propriety of making the normal course three years, which recommendation was repeated in his report for 1890, but no action has yet been taken to that effect by the trustees.<sup>a</sup>

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<sup>a</sup> Maine school reports, 1879-1891.



Four hundred and fifty-six have graduated from Gorham Normal School at this date (March, 1892), and it has received in all 1,102 pupils. The number now in attendance is 101, with 117 pupils in the model schools. The officers of instruction are: W. J. Corthell, A. M., principal; Charles B. Wilson, A. M., Viola M. White, Grace J. Haynes, Mary M. Whitten, assistants; Jennie M. Colby, Ella Johnson, Nellie S. Cloudman, in charge of model schools; Charles Hinkley, teacher of music; Jennie M. Colby, gymnastics.

#### MADAWASKA TRAINING SCHOOL.

Extending from the northeast corner of the State to its extreme northern point is a district known as the "Madawaska territory," including the town of that name. It was settled by Acadian refugees who sought safety here in the quiet valley of the St. John from the persecutions of the English. For nearly a century this French community had existed, with little communication with the outside world, subsisting on home products and making bunches of shingles or bushels of buckwheat serve as a circulating medium. The school law, which required towns to raise \$1 for each inhabitant, could not possibly be enforced without entailing great sacrifice and hardship. Hence the State authorities had excused this people from the ordinary per capita tax, and made special appropriations for the several towns and "plantations," to be expended for school purposes by a special school agent, who reported directly to the governor. This section of the State was virtually outside of ordinary school jurisdiction.

In June, 1870, Superintendent Johnson, in company with the county supervisor, visited these people at their homes to ascertain their wishes in regard to common schools. He was gratified and surprised to find them "hungering for education" and deeply grateful for the assistance proffered by these gentlemen in behalf of the State. It was proposed that the people should indicate their readiness to help themselves by establishing schools in all their school districts, providing school accommodations, and employing their own teachers. On the part of the State the sum of \$1,400 was promised for the year, to be divided among the schools found in successful operation. The arrangement was accepted with alacrity, and three months later 43 schools were found to claim the first installment of State aid. At Fort Kent and at Dickeyville high schools were established, largely through the efforts of Priests Sweron and Beaudette.

The schools thus established created a demand for teachers from the native population and led to the passage of an act of legislature approved February 21, 1878, authorizing the trustees of normal schools to found a training school in that district. This school was opened September 30, 1878, at Fort Kent, and placed in charge of Vetal Cyr, B. S. After continuing in operation twenty-two weeks, the school was removed to Van Buren, 45 miles farther down the St.

John River, for the remainder of this year. The school was conducted on this plan of alternation between Fort Kent and Van Buren until 1884, when it was held at Grand Isle instead of at Van Buren, where certain prejudices against the school had arisen. This movable school reached a large number of persons who had no means of conveyance and support remote from their homes.

In 1887, upon recommendation of the State superintendent, the legislature made a special appropriation of \$1,500 for a building and located the school permanently at Fort Kent. The school year was at the same time reduced from ten months to eight. A lot was obtained and a school building 45 by 36 feet and of one story was built and furnished in season for the winter term of 1888-89.

To defray the current expense of the school an annual appropriation of \$1,300 is now made from the school funds of the State, in the same manner as for the normal schools. At first the school was an experiment, to be continued only for a few years. Many such experiments had been tried in this district since 1857. The training school, however, abundantly justified its existence, and practically revolutionized the common schools of the section. After having been in operation ten years the common schools were well supplied with teachers specially adapted to their work, and the changed conditions of the territory, in part consequent upon the opening of a railroad to Fort Kent, no longer required a "school on wheels."

An additional appropriation of \$5,000 was made by the legislature March 28, 1891, to enlarge the school building and erect a boarding house for the accommodation of pupils from a distance.

The number of pupils in attendance in 1889 was 65; in 1890, 77. The demand for their services in the common schools interferes with the prosecution of the studies of the whole course. About 60 have graduated, however, and received diplomas from the State superintendent.

The towns and plantations constituting the "Madawaska Territory" receive especial legislation exempting them from the per capita school tax of 80 cents for each inhabitant. The act approved February 23, 1887, assesses in lieu of the tax a definite sum, in each instance considerably smaller than the general law would require, upon the following places: The towns of Van Buren, Grand Isle, Madawaska, Frenchville, Fort Kent, and St. Francis, and the plantations named Hamlin, Letter K, Wallagrass, St. John, Allegash, Eagle Lake, New Canada, and Winterville. The aggregate population of these townships in 1890 was about 10,200, of which 4,837 are of school age.

The legislative enactment of 1887 closes with the proviso that "no teacher shall be employed in any school receiving the benefit of this act who is not able to speak and write the English language satisfactorily, and the English language shall be used in giving instruction and directing the discipline."

## Chapter IX.

### SECONDARY EDUCATION.

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The people of Maine made early provision for a higher education than that afforded by the common schools by the establishment of academies in various localities. These began to be incorporated as early as 1791, when a charter was granted to the Hallowell Academy, at Hallowell, in Kennebec County. There was at this time no school for higher education nearer than Exeter, N. H. A territory 300 miles long and containing 100,000 inhabitants demanded better educational privileges. The charter granted to Hallowell Academy, like those granted since, conferred the management upon a board of trustees, "for the purposes of promoting piety and morality, and for the instruction of youth in such languages, arts, and sciences as they might direct." The State of Massachusetts granted a half township of wild land in the district of Maine, which sold in 1806 for \$2 an acre. A lot of land was given for an academy building by Colonel Dutton and John Blunt, and a considerable amount of money was raised by subscription among the citizens.<sup>a</sup> The opening of the academy, with its public exercises, was an important occasion in the history of the town and county.

By similar proceedings subsequent charters were obtained, grants of land made, subscriptions raised, and academies put into operation in many other towns. Twenty-three such academies had been founded prior to the separation of Maine from Massachusetts in 1819. These had received from the parent State 253,955 acres of wild land as the foundation of their endowment and to meet ordinary expenses.

The new State of Maine continued the same liberal policy toward this class of schools, chartering 44 academies between 1820 and 1851, and giving 332,980 acres of land and \$20,000 in money for their support.<sup>b</sup>

In many of these academies instruction was maintained continuously through the year. Others were in session only in the spring and fall, when the common schools were not open. The opportunity thus afforded for advanced instruction was highly prized, and the

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<sup>a</sup> Educational Institutions in Maine while a District of Massachusetts. By J. T. Champlin. (Maine Hist. Soc. Collections, vol. 8.)

<sup>b</sup> Report of the Maine board of education for 1851.

Report of the State superintendent of schools, 1876. (W. J. Corthell.)



desire for a higher culture than the town school could provide was awakened and fostered by them. Young women were not admitted to the earlier academies, probably because the state of public opinion prior to 1815 did not require them to be highly educated or to be instructors except in schools for young children. The Cony Female Academy at Augusta was chartered in 1818, and this fact is indicative of the change of opinion in respect to the higher education of women.

Up to 1876 the chartered academies had received from the State \$40,860 additional to \$190,000 received from sales of lands donated. This amount had been further increased by subscriptions from private individuals, making the total endowment of academies \$364,307.

The gradual improvement in the public-school system of the State destroyed the monopoly of higher education previously enjoyed by the academies. High schools established in all the large cities and towns, affording free instruction in higher branches of learning, caused a falling off in the patronage of neighboring academies.

The legislature of 1860 made provision for establishing normal departments in 18 academies, and the small appropriations of money granted for this purpose were applied to increase the efficiency of the instruction.

Resolves requiring returns to be made by these academies to the superintendent of schools were passed in 1861, but it was found almost impossible to secure compliance with the law. In 1865 only 12 out of 67 academies made returns.

The State superintendent in 1871 received, in response to inquiries made by order of the legislature of that year, reports from only 37 chartered literary institutions, which are tabulated in his report. He found from a study of these returns that while some of the highest seminaries, under denominational care, had become vigorous and prospering, the great majority of them were in decadence, or already defunct. Their resources were insufficient to meet the annual expenditure of schools of high grade, and hence frequent applications for aid from the State continued to be made. The superintendent advised the discontinuance of appropriations to these academies, and that an attempt be made to absorb the academy system into a general system of free high schools. In several cases where the trustees of academies had found their resources insufficient to support a school they had transferred the income of the academy to the public school funds, thus furnishing academy privileges free of tuition. At the same time a tendency was observed on the part of some academies to transfer to private enterprises the funds and equipment bestowed by the State for the public benefit.

The passage of the act in aid of free high schools in 1873, by granting State aid to towns which maintained schools of high grade, lessened the patronage of the old academies and hastened their decline. A few of the best endowed of the academies were allowed, for a few

years, to furnish instruction to pupils where no high school existed, and to draw money from the State under the terms of this act. When the number of such pupils became large enough to warrant the establishment of a high school under the direct control of the town, the academies lost this source of revenue. Many of the smaller schools, or those located in districts where the changed circumstances had reduced the number of scholars desirous of an academical education, availed themselves of the "act to enable academies to surrender their property to cities, towns, or plantations for the benefit of free high schools." Under this act the trustees were empowered to transfer all the property and funds of any academy to the proper municipal officers for the purpose of maintaining a free high school. Of 35 academies making returns in 1871 to the State superintendent, 26 report their income not sufficient to maintain the school. Occasionally, as in the case of Hampden Academy, the town has been authorized to raise by taxation a small sum in aid of the academy. The town of Hampden was authorized by the legislature of 1887 to raise \$2,000; in 1891 the same town was empowered to receive and hold in trust funds of Hampden Academy not to exceed \$25,000.

From time to time a few academies have obtained from the legislature an annual grant for a period of years on condition of maintaining a school of high grade at least ten weeks in the year. The legislature of 1891 was exceedingly bountiful in this respect. Fourteen academies were granted an annual gift of \$500 each for ten years, 2 were given \$800 for ten years, and 1 \$300, making \$89,000 for that period.

The following table presents a list of the academies incorporated by the State, with the date of incorporation. Those not in operation are indicated by an asterisk (\*).

*Incorporated academies of Maine.*

Name.	Where located.	Incorporated.	Remarks.
Hallowell Academy *.....	Hallowell .....	1791	Merged in Hallowell Classical and Scientific Academy.
Berwick Academy .....	South Berwick .....	1791	
Fryeburg Academy .....	Fryeburg .....	1792	
Washington Academy .....	East Machias .....	1792	
Portland Academy *.....	Portland .....	1794	
Lincoln Academy .....	Newcastle .....	1801	
Gorham Academy *.....	Gorham .....	1803	Maine Female Seminary in 1850; now merged in normal school.
Hampden Academy .....	Hampden .....	1803	
Bluehill Academy .....	Bluehill .....	1803	
Hebron Academy .....	Hebron .....	1804	
Bath Academy *.....	Bath .....	1805	Merged in high school.
Farmington Academy *.....	Farmington .....	1807	Now a normal school.
Bloomfield Academy *.....	Skowhegan .....	1807	Now the high school.
Warren Academy *.....	Warren .....	1808	
Belfast Academy *.....	Belfast .....	1808	Conveyed to the city in 1852.
Bridgton Academy .....	Bridgton .....	1808	
Bath Female Academy *.....	Bath .....	1808	Extinct prior to 1851.
Wiscasset Academy *.....	Wiscasset .....	1808	Extinct in 1851.
Monmouth Academy .....	Monmouth .....	1808	
Limerick Academy .....	Limerick .....	1808	
North Yarmouth Academy .....	Yarmouth .....	1811	Now Yarmouth Academy.
Thornton Academy .....	Saco .....	1811	Formerly Saco Academy.
Young Ladies' Academy *.....	Bangor .....	1818	Extinct prior to 1851.
Cony Female Academy *.....	Augusta .....	1818	Now Cony high school.
China Academy *.....	China .....	1818	Conveyed to district in 1887.

*Incorporated academies of Maine—Continued.*

Name.	Where located.	In- corpo- rated.	Remarks.
Maine Wesleyan Seminary	Kents Hill	1821	
Gardiner Lyceum*	Gardiner	1822	
Brunswick Academy*	Brunswick	1823	Extinct prior to 1851.
Foxcroft Academy	Foxcroft	1823	
Anson Academy	North Anson	1823	
Oxford Female Academy*	Paris	1827	Never in operation.
Dearborn Academy*	Buxton	1828	Organization not permanent.
Cherryfield Academy*	Cherryfield	1829	Used for town schools.
Alfred Academy*	Alfred	1829	
Westbrook Seminary	Westbrook	1831	
Titcomb Academy*	North Belgrade	1831	
Eastport Academy*	Eastport	1832	
St. Albans Academy*	Hartland	1832	Building used for town schools.
Parsonsfeld Seminary	North Parsonsfeld	1833	
Lee Meadows Academy*	Weld	1833	Never organized.
Union Academy*	Kennebunk	1834	Property distributed.
Falmouth Academy*	Falmouth	1834	Extinct prior to 1851.
Sanford Academy*	Sanford	1834	School not established.
Lewiston Falls Academy*	Danville	1834	In 1866 Edward Little Institute.
Vassalborough Academy*	Vassalboro	1835	
Waterville Liberal Institute*	Waterville	1835	
Gould's Academy	Bethel	1836	
Freedom Academy	Freedom	1836	Occasionally open; no funds.
Athens Academy*	Athens	1836	Now Somerset Academy.
Livingston Academy*	Richmond	1836	Extinct prior to 1851.
Waldoboro Academy*	Waldoboro	1836	
Calais Academy*	Calais	1836	City high school.
Norridgewock Female Acad- emy.*	Norridgewock	1836	
Charleston Academy	Charleston	1837	
Clinton Academy*	Benton	1839	Now Higgins Classical Institute
Elliot Academy*	Elliot	1840	
Waterville Academy	Waterville	1842	
Litchfield Academy	Litchfield	1844	Now Coburn Classical Institute.
Dennysville Academy*	Dennysville	1845	
Monroe Academy*	Monroe	1845	
Brunswick Seminary*	Brunswick	1845	Existence nominal in 1851.
Brewer Academy*	Brewer	1845	
Newport Academy*	Newport	1845	
St. George Academy*	St. George	1845	
Lee Normal Academy	Lee	1845	
Thomaston Academy*	Thomaston	1845	Sold to the city, 1867.
Somerset Academy	Athens	1846	
Mattanawcook Academy	Lincoln	1846	
East Corinth Academy	East Corinth	1846	
Houlton Academy	Houlton	1847	
Patten Academy	Patten	1847	Now Ricker Classical Institute.
Monson Academy	Monson	1847	Conducted as a high school.
Litchfield Liberal Institute*	Litchfield	1847	
Union Academy*	Oldtown	1848	
Limington Academy*	Limington	1848	
Standish Academy*	Standish	1848	
Bucksport Seminary	Bucksport	1849	
Norway Liberal Institute*	Norway	1849	
Oxford Normal Institute*	South Paris	1849	
East Pittston Academy*	East Pittston	1850	
Lebanon Academy	Lebanon	1850	
Yarmouth Institute*	Yarmouth	1851	
Corinna Union Academy	Corinna	1851	
Towle's Academy*	Winthrop	1852	
Oak Grove Seminary	Vassalboro	1854	
Maine State Seminary	Lewiston	1855	New charter, 1857.
Presque Isle Academy*	Presque Isle	1858	Now Bates College.
West Gardiner Academy*	West Gardiner	1859	Property sold, 1883.
Harpswell Academy*	Harpswell	1859	
Greely Institute	Cumberland	1859	
Richmond Academy*	Richmond	1861	
Paris Hill Academy	Paris	1861	Now high school.
Maine Central Institute	Pittsfield	1866	
Wilton Academy	Wilton	1866	
Augusta Academy*	Augusta	1867	
Passadumkeag Academy*	Passadumkeag	1867	Not organized.
Hallowell Classical and Scien- tific Academy.*	Hallowell	1872	
St. Dennis Academy*	Whitefield	1872	Not in operation.
Dixfield Academy*	Dixfield	1883	Not organized.
Van Buren College	Van Buren	1887	Catholic school.
George Stevens Academy	Bluehill	1891	
Higgins Classical Institute	Charleston	1891	
Bridge Academy	Dresden	1891	



## CHAPTER X.

### BAPTIST ACADEMIES.

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#### 1. COBURN CLASSICAL INSTITUTE.

The Coburn Classical Institute is centrally located in the city of Waterville, and is one of the most prosperous of the system of preparatory schools of Colby College. It had its origin in the desire of the trustees of the college to have a classical academy to prepare young men for entrance upon collegiate studies. A Latin school had previously been maintained in one of the college buildings. Hon. Timothy Boutelle gave the land, and President Chaplin solicited the funds for a small brick building, in which the school went into operation in the fall of 1829, under the charge of Henry W. Paine, then a member of the senior class in the college. Being regarded as an appendage to Waterville College, no act of incorporation was sought, and its affairs were managed entirely by the trustees of the college. The college catalogue of 1830-31, printed in 1830, refers to it in these words:

The academy, completed during the past year, is under the direction of a committee appointed by the trustees of the college. It contains between 40 and 50 pupils. The preceptor is a gentleman of high literary and scientific attainments. Good board, washing, lodging, fuel, and lights can be obtained in private families for from 7 to 9 shillings per week.

A catalogue of the academy published at the end of the year gives the names of 61 students, chiefly from Waterville. Mr. Paine being compelled to give up teaching in May, 1830, the term was finished by Mr. Robert W. Wood, who was followed in the autumn by George I. Chace, afterward professor in Brown University. He was an exact, conscientious teacher and severe disciplinarian. In the summer of 1831 Henry Paine, a graduate of Waterville in the class of 1823, who had acquired a high reputation as preceptor of the Monmouth Academy, was secured as principal. In his first term 50 of the 60 students were studying Greek or Latin. He continued in charge of the school until 1835, and has left the reputation of a laborious and beloved teacher. The attendance in 1834 had increased to 205. For several years after his resignation the academy had no permanent principal. Among those whose services are best remembered are Lorenzo B. Allen, afterwards president of Burlington University, Iowa, an excel-

lent classical scholar; and Charles R. Train, since attorney-general of Massachusetts. Mr. Allen resigned in 1837. Nathaniel B. Rogers, a nephew of Mr. Bontelle, taught a short time in 1839. The next two academical years the academy was closed, but revived again in the spring of 1841 under the direction of Mr. Charles H. Wheeler, then a student in the college, who taught two terms.

In the winter of 1841-42 the trustees of the college made arrangements to relinquish the exclusive control of the academy. An act of incorporation was obtained February 12, 1842, and the school passed under the control of a new board of trustees, residents of the town, the college still retaining the title to its real estate, and only stipulating that a classical school should be permanently maintained. The incorporators were Samuel Plaisted, M. D., president; Stephen Stark, secretary; Zebulon Sanger, treasurer; together with Stephen Thayer, M. D., Johnson Williams, Harrison A. Smith, Amasa Dingley, David Garland, Samuel Taylor, jr., and Edwin Noyes. The several religious societies of the community were represented in this local board of trustees, and it was expected that efficiency and permanence might be secured by enlisting their interest at a time when several schools of similar grade had sprung up in the vicinity.

The first teacher under the new board was Mr. Nathaniel Butler, who took charge of the school for a short time directly after his graduation from college in August, 1842. His pupils recall the interest he awakened in the study of geography by requiring the novel exercise of map drawing. Permanence was not secured, however, until James H. Hanson, who had been teaching in Hampden for the year following his graduation at Waterville in 1842, was engaged to take charge of the academy in the autumn of 1843. In the words of the biennial catalogue of November, 1845, "a man was sought to take charge of the academy who would devote his life to the sole business of teaching. With this understanding the present principal was employed." The compact has been faithfully carried out, and Dr. Hanson, after continuous service in the schoolroom, though not always at Waterville, is [1892] the honored principal of the same school where half a century ago he began his labors with but 6 pupils. Though the attendance rose to 25 during the term, Mr. Hanson found himself minus \$40 by his term's work, the school having no endowment and only small tuition fees to recompense the teacher. Another term passed with similar fortune, and Mr. Hanson was about to abandon the attempt to continue the existence of the academy when the trustees succeeded in an earnest effort to raise money and pupils sufficient to requite the labors of the principal.

From this date the condition of affairs improved rapidly. The catalogue issued in 1845 shows a total of 139 different scholars in the two years and pronounces the result of the attempt to revive the academy as "more flattering than its warmest friends could have

anticipated." The classical department had 47 students, all the instruction being given by the principal.<sup>a</sup>

In 1845 Miss Roxana F. Hanscom was engaged as preceptress and the second story of the building fitted up to receive the female pupils, who numbered 125 in 1848. In 1851 there were 359 pupils enrolled. An attempt was made in 1852 to raise \$700 by subscription to make some needed repairs. The response was feeble, and the principal had to bear the expense himself. The interest of the local board of trustees had died out and the burden of the school was borne by Mr. Hanson alone. Worn down by the severe labor and care, he relinquished his post in 1854 to Mr. George B. Gow, and became principal of the high school in Eastport and afterwards in Portland. Mr. Gow remained until the summer of 1855, when Mr. James T. Bradbury succeeded him, a superior scholar and teacher. Mr. Isaac S. Hamblen took the school in the winter of 1857-58 and withdrew from it at the end of the spring term of 1861. According to the length of service, Mr. Hamblen's term was one of the most prosperous periods in the history of the academy. The average attendance was 218 and the number fitted for college 49. With his health much impaired by the excessive labor of his position, this earnest Christian educator dared remain no longer.<sup>b</sup>

During the eleven years following, Waterville Academy had seven principals, while the patronage of the institution steadily declined. Mr. Ransom E. Norton taught one term in 1861, and his successor, Randall E. Jones, taught three terms. In the trying period of the civil war, from 1862 to 1865, Mr. John W. Lamb, an experienced preceptor, maintained the high rank of the school, but with diminishing attendance. Mr. Augustus D. Small taught two terms in 1865 with a good degree of success.

Meantime, many other academies in the State had suffered from the decline of public interest in them, and had either failed or been merged in the free high schools. It was noticed that fewer young men were coming to college from these schools than had been previously sent out by the academies. President Champlin, of Waterville College, was deeply impressed with the vital importance of a system of classical academies as feeders to the college. He matured plans to build up such a system, beginning with the academy at Waterville.

"The project of twenty-five years before," says Dr. Gow, "to give the academy an existence, independent of the college, had proved futile. Without funds, the trustees were not inclined to exercise authority

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<sup>a</sup>Catalogues of Waterville Academy, 1830, 1831, 1834, 1845, 1848, 1851, 1853, 1854, 1861.

<sup>b</sup>Semicentennial of Waterville Classical Institute, 1879; addresses of William Mathews, LL. D., and Rev. George B. Gow, D. D. Printed in the Waterville Mail of July 11, 1879.



over the school, so that their work, after having brought Mr. Hanson to Waterville in 1843, was little more than to appear in print on the first page of the catalogue, and to head subscriptions for repairs on the academy building. The trustees of Waterville College still held the real estate of the academy, and the faculty of the college was its natural guardian. It seemed better, therefore, that the first step toward reinstating the school should be to restore it to its original relation to the college. Several of the trustees of the academy had died and their places had not been filled. The survivors, at the suggestion of Dr. Champlin, readily resigned their positions, having first made over their trust to the trustees of the college. At the same time the name of the school was changed to Waterville Classical Institute." This title appeared for the first time on the catalogue for 1865-66. In addition to the college preparatory course, a three years' collegiate course for young ladies was created. This course was, in 1869, extended to four years, and by an act approved February 19, 1869, authority was given to confer upon those who complete this course "the collegiate honors and degrees that are generally granted by female colleges." The degree of baccalaureate of letters is accordingly conferred on graduates.

Mr. Hanson was recalled from Portland, where he had been for six years the honored head of the boys' high school, and opened the institute thus reconstructed in the Autumn of 1865. The repute of the school was at once restored and an attendance of 272 was reported for that year. The number of graduates from the college preparatory course increased yearly, until in 1878 it was 33. The first class to receive the degree of B. L. from the ladies' collegiate course was that of 1868. About three-fourths of those prepared for college at once entered Colby University. Four hundred young men received their training for college at the academy during its first half-century.

Among those who have filled the position of preceptress may be mentioned Miss Roxana F. Hanscom, 1845 to 1851; Miss Mary E. Field (now Mrs. Hanson), 1851 to 1855, and since then a frequent assistant; Miss S. E. Thompson (afterwards Mrs. Hamblen), Miss Amanda S. Ham, Miss Harriet C. Woodman (now Mrs. Stanton), Mrs. Samantha Wilson (now Mrs. Crosby), Miss Sarah R. Ricker, 1868 to 1885; Miss Harriet L. Estey (now Mrs. Hinds), 1885 to 1891.

At the annual meeting of the Maine Baptist Education Society at Bath, in 1872, it was voted, on motion of President Champlin, of Colby University, "That it is expedient that an effort be made to endow Waterville Classical Institute by starting a subscription to raise for it a fund of \$50,000." The same society appointed a committee in 1873, to confer with the trustees of Colby University, which led to the passage of resolutions by that board recommending "that an earnest effort be made to raise \$100,000 at the earliest day practicable, for the endowment of three preparatory schools, one of which

shall be located at Waterville, one at some place in the eastern section of the State, and one in the western.<sup>a</sup>

Dr. Hanson and Prof. Moses Lyford were appointed a committee to secure pledges for this endowment. The matter was urged upon the attention of Ex-Governor Abner Coburn, of Skowhegan, and in April, 1874, a letter was received from him, pledging \$50,000 to endow the academy at Waterville on condition that \$50,000 be raised for the other two schools proposed. Rev. A. R. Crane was engaged to solicit subscriptions and succeeded in raising the necessary amount within the two years following. A plan of organization for the three academies, defining their relations to Colby University, was prepared by Dr. Champlin and adopted by the trustees.

The Waterville Classical Institute still occupied the old academy building which had been enlarged several years before, and was then out of repair and insufficient to meet the demands of the endowed school. The need of a modern building was brought to the attention of Governor Coburn in 1882, shortly before the sudden death of his brother and partner, Hon. Stephen Coburn, who with his son Charles was drowned near their home on the afternoon of July 4. As an enduring monument to their memory, Governor Coburn erected, at an expense of \$38,000, the beautiful structure in which the classical institute now finds ample accommodations for its educational work.

The memorial building is of brick with brown freestone trimmings. Its general style of architecture is the Queen Anne, but the Moorish style has been happily united with the English in the tower and some of the ornamentation. It is situated on Elm street at the head of Temple, and covers the site of the former building. It is 115 feet long, 56 feet wide, and three stories high, with two side wings. An octagonal tower at its northeast corner is 125 feet in height to the vane surmounting it, while from the center rises the turret and dome of the observatory. The main entrance faces Elm street, and is reached through a brick portico which has a freestone balustrade in front and stone steps at either side. Above the balustrade is an arch over which the name of the school is inscribed on a tablet of freestone.

Besides the main entrance there are two other general entrances at either end of the main hall, leading out through ornamental porticos, the arches of which are supported by Corinthian columns of freestone. In the main gable is an elegant window composed of 511 panes cut in different shapes. The roof is at a sharp angle and is covered with slate.

Within the building on the first floor are the recitation rooms of the principal and lady principal. A sliding glass partition permits them to be thrown into one room 52 by 56 feet in dimensions. The tower contains a room designed for the principal's study, and one for

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<sup>a</sup> Biographical sketch, by Rev. H. S. Burrage, D. D., in *Memorial of James T. Champlin*, 1890, p. 14.

a reading room. Across the hall are two rooms 24 by 26 feet, for the primary department, with doors leading from them directly to the playgrounds in the rear. Three stairways lead to the second story from different halls. In this story is the cabinet of natural history, the chemical and philosophical recitation and apparatus rooms, two assistant's rooms, and the library. In the third story is the chapel and public audience room, with a small gallery and a stage or platform. Music and art rooms are on the same floor. Numerous ante-rooms are found on each floor, convenient for coat rooms.

Between the floor timbers concrete is laid for the double purpose of deadening the sound and preventing the spread of fire. The heating apparatus in the basement consists of two 16-foot boilers, which connect with 54 radiators in all parts of the building. The basement is also supplied with two sets of water-closets connected with the water supply and sewer system of the city. This important feature of every school building was thoroughly renovated and improved in 1892. A cement floor, good light, and ventilation render the basement dry and useful for a variety of purposes. The interior finishing is in hard wood and Southern pine. In the construction were used 710,000 bricks and 7,000 lights of glass.

The whole was erected under the supervision of Hon. E. F. Webb, Rev. Joseph Recker, D. D., and Hon. Moses Giddings, the building committee of the trustees of Colby University. The architects were Fassett & Stevens, of Portland; the contractors, J. and J. Philbrook, of Lisbon, and the masonry was done by Norton & Purinton.<sup>a</sup> From whatever point of view may be chosen it is a beautiful edifice, and deserves to be classed among the finest school buildings in New England.

The semicentennial of the institution was duly celebrated July 1-3, 1879, with appropriate exercises, including historical addresses by Prof. William Mathews, LL. D., one of the pupils of 1829, and by Rev. George B. Gow, D. D., a former pupil, assistant, and principal. A large number of graduates were present, and after-dinner speeches were made by Hon. Henry W. Paine, LL. D., of Boston, the first principal; Hon. Ex-Governor Nelson Dingley, M. C., a former pupil; and others.

Rev. Asa L. Lane, A. M., was in 1876 appointed teacher of natural sciences and mathematics, in which department he has rendered valued service until the present time. Other assistants for shorter periods have been: Misses Ella Stevens, Helen A. Hodgkins, Annie E. Patten, Mary C. Low, Mary E. Plummer, Ollie W. Smiley, Philena N. Folger, A. M. Taylor, Martha F. Rice, Sophia M. Hanson, Helen F. Plaisted, Julia E. Winslow, Mattie E. Harris, Alice E. Sawtelle, and Mary A. Sawtelle.<sup>b</sup>

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<sup>a</sup> Boston Journal, corrected by the Waterville Mail, March 7, 1884.

<sup>b</sup> Catalogues of Waterville Classical Institute, 1865-66 to 1881-82, inclusive; catalogues of Coburn Classical Institute, 1882-83 to 1891-92, inclusive.



## THE LYFORD OBSERVATORY.

Through the liberality of Mrs. Mary D. Lyford and her son, Edwin F. Lyford, now of Springfield, Mass., an observatory dome was added to the institute building in 1889 and equipped with a 6-inch equatorial telescope, of which the object glass was made by Alvan Clark & Son, of Cambridge, Mass., and the mounting and driving clock by Fauth & Co., of Washington, D. C. The instrument is a very fine one and is a valuable addition to the working apparatus of the school. It is inscribed: "To the memory of Moses Lyford, LL. D., for thirty years professor of astronomy in Colby University."

## LIBRARY.

The institute has already a collection of books received by gift and occasional purchases, and numbering about 1,200 volumes. By bequest of the late Mrs. Helen B. Noyes, whose father gave the site for the original academy, the institute now possesses a library fund of \$2,500 in memory of Hon. Timothy Boutelle.

## ADMISSION TO COLBY COLLEGE.

Graduates from the classical course of the institute are admitted to Colby College without further examination on the certificate of the principal that they have attained an average scholarship of at least 70 per cent in each of the preparatory studies, this certificate being granted with the approval of the faculty after attendance upon the examinations.

Governor Coburn died January 4, 1885. Among his generous public bequests of over \$1,000,000 was one for Waterville Classical Institute, to round out the sum of his benefactions here to the sum of \$100,000.<sup>a</sup> The invested endowment funds of Coburn Classical Institute, in charge of the treasurer of Colby University, now amount to \$53,919.65, including the Hanson Beneficiary Fund of \$468.32 and the Sarah R. Ricker Memorial Fund of \$105.08, subscribed for the purposes indicated, by the graduates of the institute.<sup>b</sup>

The annual catalogue of the institute for 1891-92 enumerates 92 students in the classical department, an average attendance of 108 each term in the English department, 57 in the college preparatory course, 27 in the ladies' collegiate course, and 8 in the English and scientific course. The roll of graduates is also given, amounting to 120 between the years 1866-1875, 250 between 1875-1885, and 152 from 1886 to 1892, inclusive. From the ladies' collegiate course 53 graduated in the period 1868-1875, 74 between 1876 and 1885, and 43 from 1886 to 1892, inclusive.

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<sup>a</sup>Life of Abner Coburn, by C. E. Williams, 1885, page 159.

<sup>b</sup>Colby University, treasurer's report, June 1, 1892.

## 2. HEBRON ACADEMY.

This important classical school is located in the town of Hebron, in Oxford County. It is one of the oldest academies in Maine, having been chartered by the general court of Massachusetts, February 10, 1804. The original incorporators were Rev. James Hooper, of Paris; Ezekiel Whitman, of New Gloucester; Dr. Cyrus Hamlin, of Paris; Samuel Parris, of Hebron; John Greenwood, of Hebron; Dr. Luther Cary, of Turner; Dr. Jesse Rice, of Minot; Rev. John Tripp, and Dea. William Barrows, of Hebron.

The corporators organized June 6, 1804, choosing John Greenwood, president; and Rev. John Tripp, clerk. The latter continued in office until his death in 1847. Donations for the erection of a school building were solicited, and on September 2, 1805, dedication services were held, at which a sermon was preached by Elder Tripp, and an oration pronounced by Zachariah Soule. The land was given by Joseph Barrows, and, with the building, was then valued at \$1,400.

The school was opened September 3, 1805, with William Barrows, jr., a senior in Dartmouth College, as preceptor; and Bezaleel Cushman as assistant. Over 60 pupils of both sexes were in attendance.<sup>a</sup>

The first academy building was of wood, one story high. Near the center was a large chimney, with a fireplace on each side. In front of the chimney was an entry, and back of it were folding doors. When these doors were closed the house was divided into two rooms. For general exercises and for worship on the Sabbath the folding doors were thrown open.

In 1807 a grant of 11,500 acres of land was made to the academy by Massachusetts, after the people of the vicinity had shown their interest in the enterprise by raising \$3,000 for its benefit. The grant was located in what is now the town of Monson, and 10,000 acres found a ready sale at 50 cents an acre, thus producing a fund of \$5,000. A large house was now built by Deacon Barrows to accommodate the students, at a cost of about \$3,000. This building was destroyed by fire December 14, 1814, but contributions from friends enabled him to build another of brick, which is still standing.

The academy building, used as a school and house of worship, was burned in 1819, while in use for church purposes. This event led to the erection of a church on land obtained of the academy trustees the next year. The disaster which had befallen the school also led to

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<sup>a</sup> Address of Hon. Percival Bonney, before the Boston Baptist Social Union, March, 1888, June, 1890, and his article in the *Hebron Semester*, vol. 13, No. 1, November, 1891.

ADAM WILSON: Address at semicentennial of Hebron Academy, September 5, 1855.

J. T. CHAMPLIN: Educational Institutions of Maine while a district of Massachusetts; in *Collections of the Maine Historical Society*, vol. 8. Annual catalogues, 1850, 1855, 1883-1890.

endeavors on the part of citizens of neighboring villages to have the academy removed. Such efforts were ineffectual. Deacon Barrows and William C. Whitney, to whose efforts the school was largely indebted for its establishment, secured the necessary funds and erected a new academy building in 1820. The building was of brick, two stories high, with one schoolroom on each floor. The school had, in 1828, property valued at \$8,000, with an income of \$475. The number of pupils was 30, and instruction was given ten months of the year.<sup>a</sup>

A house for the principal was erected in 1829 by Caleb S. Barrows, at a cost of \$800. This building, several times enlarged, is still in use as a dormitory and known as the "trustee house." Owing to defective construction the school building erected in 1820 was taken down in 1845 and a new structure, with tower and belfry, built at an additional cost of \$520. The building was first occupied in 1847. In 1867 a chapel was built for the use of the academy, at a cost of \$1,550, of which citizens of Hebron furnished about \$800. Mr. A. C. Herrick, then preceptor of the academy, was a member of the Maine legislature for 1868. Upon his representations of the good work of the school and the generous interest of the citizens in the erection of the chapel, the legislature appropriated the income of \$1,000 for the benefit of the academy.<sup>b</sup>

At the Baptist State convention held at Bath in June, 1872, President J. T. Champlin, of Colby University, presented the subject of endowing the Waterville Classical Institute, and also of establishing two other academies as feeders to the university—one in the eastern and one in the western part of the State. The matter was referred to a committee, of which Rev. W. H. Shailer, D. D., was chairman. This committee subsequently reported, advising that the sum of \$100,000 be raised for the endowment of three preparatory schools, the money to be held by the university and the interest paid to the treasurers of said schools.

The trustees of Hebron Academy, which, founded and maintained by Baptists, had long furnished its quota of students to the college at Waterville, at once took action to secure the adoption of Hebron as the location of the western school. The preceptor, Mr. J. F. Moody, and Rev. Isaiah Record, of Turner, appeared before the trustees of Colby University in July, 1874, advocating the claims of Hebron Academy. The claims were recognized and Hebron was selected. Mr. Gardner Colby was so impressed by the recital of the past history and future promise of the academy, that he voluntarily offered \$500 toward the current expenses of the academy for the year.

Of the \$100,000 academy-endowment fund raised by Colby University, \$25,000 was in 1883 assigned to Hebron Academy. Many of the

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<sup>a</sup> M. Greenleaf. Survey of the State of Maine, etc., 1829, p. 369.

<sup>b</sup> Resolves of Maine, vol. 10, chap. 278, p. 205.



donors to the fund designated this academy as their choice. During this canvass Hon. Hannibal Hamlin gave \$1,000 as a library fund, Hon. Chester W. Kingsley, of Cambridge, Mass., founded the Kingsley scholarship of \$500, and Mr. David Anderson and his wife, of Livermore Falls, bequeathed the sum of \$10,000 to Hebron Academy, which amount became its property in 1890.

It now became necessary to provide better buildings for the academy. According to the appointment of the trustees of the academy, Hon. Percival Bonney, Rev. S. D. Richardson, and Principal W. E. Sargent presented the wants of the school in this respect before the trustees of Colby University at their annual meeting in 1886. The venerable Vice-president Hamlin heartily supported this committee. Mr. B. F. Sturtevant, of Jamaica Plain, Mass., a liberal contributor to benevolent enterprises of the Baptist denomination, was present for the first time at this meeting of the Colby trustees. During several months prior to the meeting his attention had been especially directed to the subject of academic education. He had previously contributed largely to Vermont Academy, and had given \$2,000 to the academy-endowment fund; one-half designated for Hebron Academy. Governor Coburn had erected three years before a \$50,000 edifice for the classical institute at Waterville, and Mrs. Catherine Wording at this meeting had announced her gift of \$30,000 for a building for Houlton Academy, the Eastern school. Mr. Sturtevant subscribed, December 1, 1886, \$10,000 for an academy building at Hebron provided subscriptions for the purpose, including this, should be obtained to the amount of at least \$40,000.

Rev. C. M. Emery was appointed financial agent of the academy in April, 1887, and continued faithfully at work until July 1, 1889. The pupils of the old academy, scattered from the Atlantic to the Pacific, and some in foreign lands, responded nobly and met the condition imposed by Mr. Sturtevant, bringing up the subscriptions to \$45,736, of which Mr. Sturtevant gave \$12,500. As a result of this movement the academy will receive, under the will of Mrs. Catherine L. Wording, who died January 24, 1890, the sum of \$5,000, and by bequest of Mr. Josiah W. Cook, of Cambridge, who died December 5, 1891, will probably receive \$30,000.

The contributions to the \$40,000 subscription came from 875 persons. Maine contributed \$13,585.95, while \$26,936.48 came from Massachusetts, \$1,816.40 from New Hampshire, and \$3,032 from New York. The contributions of citizens of Maine and natives of Maine residing in other States amounted to \$33,000. Next to Mr. Sturtevant, the largest donor was Seth M. Milliken; then follow Hon. C. W. Kingsley, Hon. E. S. Converse, Deacon J. W. Converse, John H. Roberts, Alvin Record, and others.

In 1889 Mr. Edwin S. Dunham, a descendant of Deacon William

Barrows and member of the board of trustees, generously donated to the corporation the lot of land upon which the academy building now fronts.

A house for the principal has been built at a cost of \$4,700. An elegant and commodious school building, named "Sturtevant Hall," in memory of the largest donor, who died April 17, 1890, has been erected and furnished under the supervision of Judge Bonney, chairman of the building committee, at a cost of \$29,000. It stands on an elevation facing the south and presents a fine front, visible for miles around. The building is of brick, two stories high, with a broad tower in the center. On the first floor are the assembly room, which will seat about 400, the dressing rooms, library of 1,000 volumes, reading room, and scientific department.

The principal's room is in the tower, on the second floor, in communication with all parts of the building by electric bells. On this floor are the mathematical and classical rooms, with study rooms for the use of the students. The art room and music room are on the third floor. The whole building is heated by steam and supplied with water. The furnishing of the various rooms is complete, making a school building such as can hardly be surpassed in the State. The architect was Mr. John Calvin Stevens, of Portland. Sturtevant Hall was dedicated with appropriate exercises June 23, 1891. An oration was pronounced by Rev. A. K. P. Small, D. D., of Portland, and remarks were made by Hon. Mark H. Dunnell, of Minnesota, both of whom had served as principals of the academy.

Addresses were also given by President A. W. Small, of Colby University, Principal Purington, of Farmington Normal School, Hon. George F. Emery, and others, following the historical address of Hon. Percival Bonney, who presided on that occasion, and the sermon to the graduating class by Rev. Francis W. Bakeman, D. D., of Chelsea, Mass.

The board of instructors for 1892 is: William E. Sargent, A. M., principal; Isabella D. Thompson, A. B., preceptress; Charles W. Spencer, A. B., sciences and music; Nellie L. Whitman, mathematics; A. R. Crane, D. D., Biblical literature; Meda A. Gilbert, preparatory department; Lillian G. Stevens, elocution; Mrs. A. H. Brainard, drawing and painting.

The senior class contains 19 members, of whom 6 are in the college preparatory course; the junior class of 22 has 6 in that course; the sophomore class numbers 38, and the freshman class 15. These, with a preparatory class of 24, make the total of attendance in the fall term of 1891, 118. The graduates from the college course are admitted without further examination to Colby College.

Hebron Academy has been in operation every year since 1805. In that period it has had 34 preceptors: Wm. Barrows, jr., 1805, 1806,

and 1812; Mr. Parmalee, 1806; Mr. Weeks, 1806; Thomas Fessenden, 1809-1811; James Merrill, 1811; John Eveleth, 1814-1816; Stephen Emery, 1817; M. B. Sargent, 1817, 1818; Israel W. Bourne, 1818; Moses Emery, 1819; Ephraim Tripp, 1822, 1823; William A. Lane, 1823; Stephen Coburn, 1824; Simeon Perkins, 1824-1832; Dudley P. Bailey, 1832; Isaac Palmer, 1833; Jacob L. Mitchell, 1834-1836; Ebenezer Dole, jr., 1836; Josiah A. Bearce, 1837; Ozias Millett, 1838-1844; B. F. Parsons, 1844-1847; G. G. Fairbanks, 1847-1849; A. K. P. Small, 1849-1851; George M. Staples, 1851; Mark H. Dunnell, 1852-1855; Gowen C. Wilson, 1855; Charles J. Prescott, 1855-1857; Selden F. Neal, 1857-1860; Joseph F. Elder, 1860; A. C. Herrick, 1861-1871; J. F. Moody, 1871-1879; E. A. Daniels, 1879-1881; W. W. Mayo, 1881-1885; since 1885 William E. Sargent.

### 3. RICKER CLASSICAL INSTITUTE.

#### I. HOULTON ACADEMY.

This is the third fitting school connected with Colby College, and is situated at Houlton, in Aroostook County. A charter for an academy at this place was granted by the legislature of Maine, March 29, 1837, but no school was established under it. Ten years later another charter was obtained and approved June 14, 1847. The corporate trustees of Houlton Academy, then chartered, were Joseph Carr, jr., Leonard Pierce, Zebulon Ingersoll, John Hodgdon, Jeremiah Trueworthy, Shepard Cary, Zenas P. Wentworth, and Benjamin L. Staples.

Their first meeting was held on the 3d day of July, 1847, when John Hodgdon was chosen president and Benjamin L. Staples secretary.

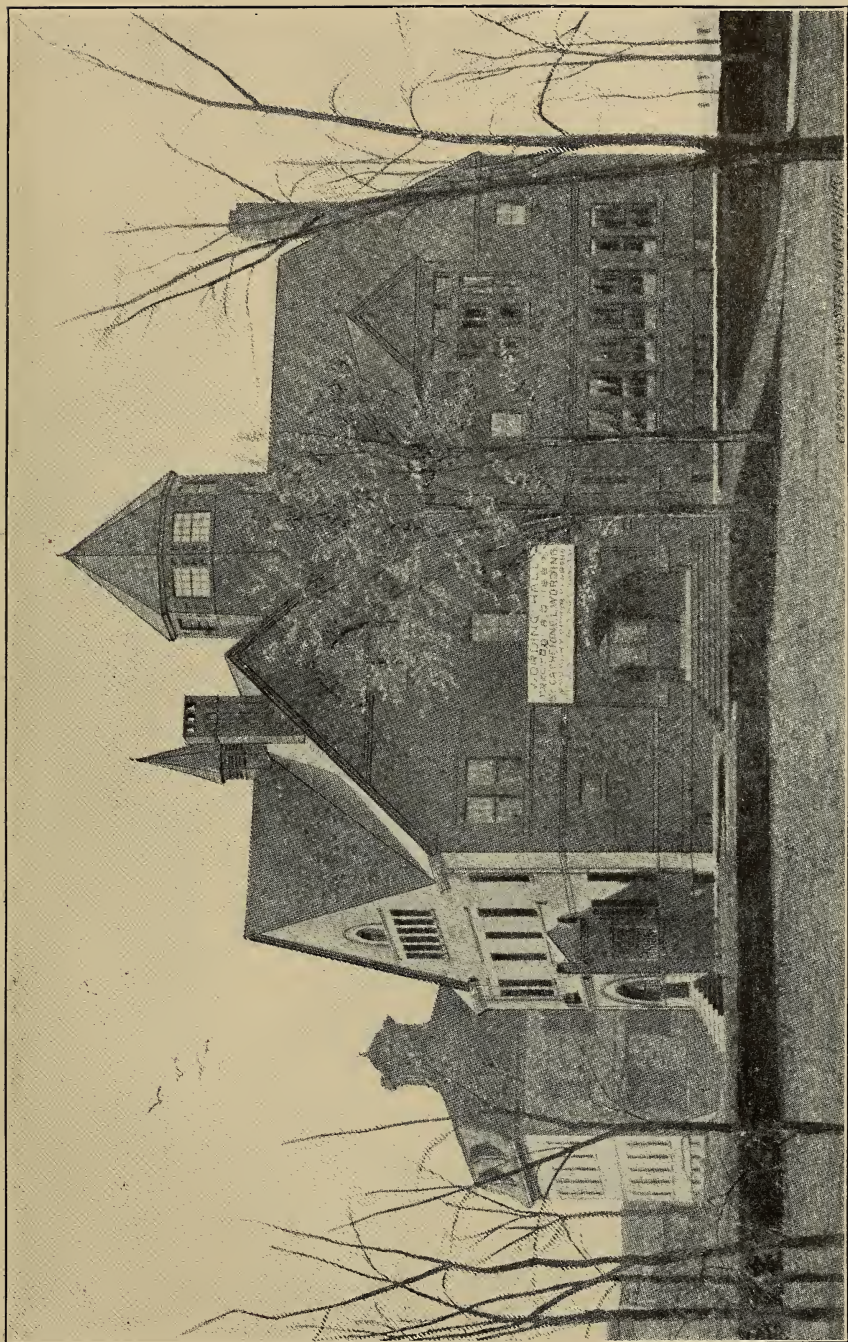
By a resolve approved July 31, 1847, the academy received a grant of a half township of land in Aroostook County, afterwards designated as township 14 in range 3, on condition that the corporation, prior to October, 1849, should have furnished a good and convenient academical building, have commenced a school therein, and should have possession of corporate property to the amount of at least \$1,000. The proceeds of the sale of this land, held in trust by the State treasurer, is \$2,000, upon which the State pays 6 per cent interest.<sup>a</sup>

At a meeting of the trustees, August 16, a committee, consisting of Shepard Cary, Jeremiah Trueworthy, and John Hodgdon, was appointed to select a suitable site and procure a draft of an academy building. Land was purchased of Collins Whittaker, and a building erected in 1848. The school opened with Mr. Milton Welch as principal, in the fall of the same year, and continued under his instruction until 1851. The second story of the building was used as a court room

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<sup>a</sup>Resolves of Maine. Census Bulletin No. 162, February 13, 1892.





RICKER CLASSICAL INSTITUTE, WORDING HALL, HOULTON.



for several years until a court-house was built. The school was confined to the lower story for about twenty years.

In 1868 Principal Fernald was requested to procure and submit to the trustees plans for a new building. In October of the same year Benjamin L. Staples, Theodore Cary, and Francis Barnes were chosen a committee to enter into a contract for the erection of the building. Mr. George M. Harding, of Portland, was the architect and Mr. John Wadsworth, builder, completing the new academy in 1870, at an expense of about \$6,500.<sup>a</sup>

A course of study of three years' length was established in 1870. In 1874 the trustees accepted a proposition to give their property in trust to Colby University on condition that an endowment of \$25,000 be raised, and in 1877 the academy became the eastern fitting school of that college.

In July, 1886, Mrs. Catherine L. Wording made a gift of \$30,000 for the purpose of erecting an academy building as a memorial of her late husband, Hon. William E. Wording, of Racine, Wis., a native of Castine, Me., and a member of the board of trustees of Colby University, his alma mater, to whose funds he was a liberal contributor. Judge Wording died at Fargo, N. Dak., January 23, 1886.

#### WORDING HALL.

This building is situated on the corner of Military and High streets, upon high ground, near the center of the village. It is constructed of brick, with freestone trimmings. John Calvin Stevens, of Portland, was the architect and John E. Burrows the contractor. There are two main entrances, one from each street, and a rear entrance. Over the young men's entrance is placed a memorial tablet. On the right of the archway forming the entrance an octagonal tower rises, crowned with an observatory. The ladies' entrance is covered by a brick porch with lattice windows. High above this is a tablet inscribed "Ricker Classical Institute."

The entire building is heated by steam; both the direct system of heating through radiators and the indirect through registers are employed. At the right of the boys' entrance, passing through the coat room, one reaches the main study room. Seven large windows on the north and two on the west admit ample light upon the left and back of the pupils. A large antique fireplace and bookcase in the rear, a piano in front, and pictures on the walls add a home-like appearance. The room is seated with the "Globe" single desks, made of birch and maple, which harmonize with the interior finish. This room is separated from another large study room on the south by sliding windows so arranged that the two rooms can be made into one whenever desired. This room is also well lighted, and the seats

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<sup>a</sup>Catalogue of Ricker Classical Institute, 1888-89, Appendix.



arranged to bring the light upon the left of the student. From this room doors lead into the class room for modern languages, the ladies' dressing room, and the entrance hall. The rest of the first floor is occupied by a large recitation room for classes in mathematics, a reading room, a library, and the principal's private office, all of which are well furnished and adapted to their special purposes. The corridors are finished in ash. A wide stairway with a broad landing midway leads to the second floor. This floor is occupied mainly by memorial hall, used as an assembly hall, and having a seating capacity of 500. It is finished up into the roof, showing the hard-pine truss work, and has a raised platform in front, and in the rear a gallery entered from the third floor. The beautiful oil paintings of Judge Wording, Mrs. Wording, and their son, who died at the age of 7, hang above the platform. The portrait of Mrs. Wording was presented by Stillman W. McLaughlin, esq., of Grand Forks, N. Dak., and the other two by Mrs. Wording herself.

The class room for chemistry and physics, on the second floor, is very convenient and admirably suited for these recitations. The seats are arranged upon rising platforms overlooking the instructor's table, where experiments are performed. On the right of the teachers' table is a chemical laboratory, supplied with water, and upon the left a room for physical apparatus. There are yet two other rooms upon this floor, one a double room, with folding doors between the two parts, and the other a music room.

The roof is high enough so that three large rooms are finished on the third floor, one of which contains the cases for specimens illustrating natural history and geology, and is used for classes in these subjects; another is designed as an art room, and the third is a spare class room. Entrance to the tower is gained from this floor.

Wording Hall was dedicated with appropriate services June 28, 1888. Hon. Moses Giddings, of Bangor, presided on that occasion. An address in behalf of the citizens of Houlton was given by John B. Madigan, esq., and the report of the building committee by Hon. E. F. Webb, of Waterville. President George D. B. Pepper, D. D., of Colby University, gave an able dedicatory address. Rev. J. B. Thomas, D. D., of Newton Theological Institution, and Rev. Joseph Ricker, D. D., of Augusta, also participated in the exercises.

## II. RICKER CLASSICAL INSTITUTE.

The present name of the school was adopted in 1887, in commemoration of the personal gifts and labors of Rev. Joseph Ricker, D. D., of Augusta, for many years the devoted secretary of the Maine Baptist Convention and a prominent member of the board of trustees of Colby College. Through his labors the endowment fund was raised to \$40,000, and the school became part of the educational system of Colby College.

## NORMAL DEPARTMENT.

The normal course was introduced at the beginning of the fall term of 1889, and now forms an important part of the school. It is supported by an annual appropriation of \$1,000 from the State and is under the supervision of the State superintendent. Included in this department is the model school, in which pupils test their proficiency by actual teaching.

Eighteen different persons have stood at the head of the school as principals since its organization. Given below are their names and the date at which they began to teach, as nearly as can be ascertained: 1848, September, Milton Welch; 1851, Theophilus C. Abbot; 1852, Lewis L. Record; 1853, William Holt; 1855, September, Milton Welch; 1856, September, Cyrus H. Carleton; 1857, September, Lyman S. Strickland; 1858, December, George B. Towle; 1859, October, J. Quincy Barton; 1862, March, A. Quincy Randall; 1864, March, Ransom Norton; 1865, March, Merritt C. Fernald; 1866, September, Charles H. Fernald; 1871, October, E. R. Thorndike; 1871, December, Nehemiah Ayer; 1872, September, Miss Mattie C. Call; 1874, December, Nathaniel Melcher; 1875, September, William S. Knowlton; 1885, August, Arthur M. Thomas.

The corps of instructors for 1892-93 is composed of: Arthur M. Thomas, A. M., principal, Greek and sciences; Miss Martha B. Russell, preceptress, history and English literature; Reuben L. Ilsley, A. B., Latin and mathematics; Llewellyn M. Felch, principal of the normal department; Miss Mattie E. Knowlen, model school; H. H. Bryant, principal of commercial department; C. D. Daggett, shorthand and typewriting; F. L. Varney, penmanship.

The catalogue for 1892-93 gives the following summary of attendance:

Graduates, class of 1892.....	12
College course.....	48
Academic course.....	11
English course.....	49
Normal course.....	34
Commercial course.....	25
Shorthand and typewriting.....	6
Unclassified.....	19
Preparatory.....	17
Model school.....	25
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Total.....	246
Number in two courses.....	4
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Whole number of students.....	242
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Exclusive of model school:	
Young men.....	97
Young ladies.....	120

*Attendance by terms.*

	Total attend- ance.	Model school.
Winter, 1891-92 .....	130	14
Spring .....	105	18
Fall .....	143	18
Average .....	126	17

*Average attendance since 1886.*

1886 .....	68	1890 .....	89
1887 .....	78	1891 .....	101
1888 .....	79	1892 .....	126
1889 .....	82		

## 4. HIGGINS CLASSICAL INSTITUTE.

This institute, located at Charleston, in Penobscot County, is the fourth preparatory school of Colby College. Though chartered in 1891, it is the successor of Charleston Academy, which was incorporated in 1837.

Charleston Academy originated with the Penobscot Association of Baptist Churches. At its meeting in 1835 a committee, of which Otis Briggs was chairman, presented a resolve which was adopted, viz:

*Resolved*, That an academy of a high character ought to be established in this county under the patronage of this association, and that a committee be appointed for this purpose—

Accordingly a committee of 12 was appointed and—

invested with discretionary power to carry forward the object of their appointment as far as they shall deem practicable, and make report of their doings at the next meeting of this body.

At the meeting of the association in 1836 this committee reported at length, through Samuel Garnsey, chairman. As the result of inquiries made in several towns it was finally decided at a meeting held in Corinth, June 21, 1836, to locate the academy at Charleston. Mr. N. G. Norcross presented a large and beautiful lot of land for the necessary buildings, and the sum of \$3,500 was subscribed in aid of the enterprise, chiefly by citizens of Charleston. The committee recommended that steps be taken to secure a charter, which was duly granted by the legislature of 1837. A building, 34 by 48 feet and two stories high, was erected the same year. The report of the committee indicates that the interest of the people of that vicinity was very generally manifested, and concludes with expressing the hope that the "embryo school" may diffuse the blessings of education, morals, and religion throughout every town, village, and hamlet in this new and rising section of our State.<sup>a</sup>

<sup>a</sup> Minutes of the Penobscot Baptist Association, for 1835, 1836, 1837.



By the terms of the charter two-thirds of the trustees of the academy were to be chosen by the Penobscot Association. The minutes of that body for 1837 record the report of the committee on incorporation, and the resolve commending the school to patronage. Mr. Samuel Silsbee, a recent graduate of Bowdoin College, was the first preceptor. He was followed in 1838 by Mr. E. M. Thurston, from Waterville College, who continued in charge of the school until 1844. The academy soon acquired a reputation for excellence which attracted students from all parts of the State. Mr. Thurston afterwards rendered important educational service as secretary of the State board of education.

The Maine Baptist Theological Association established a theological institution in connection with Charleston Academy for a short time in 1838. Although the trustees of the academy offered to surrender the charter to the theological association, the offer was not accepted, and the theological school was removed to Thomaston, where its struggle for existence ended in a few years.

The academy, with but a small endowment and remote from the larger towns of the State, continued for fifty years its beneficent work of higher education. At a reunion held in 1876 about 150 of the former teachers and pupils were present.

In 1890 the trustees of the academy offered it to Colby University for their fourth preparatory school. A committee of the trustees of Colby visited the place and reported in favor of accepting the school. Rev. J. H. Higgins, of Charleston, offered to give \$25,000 toward an endowment fund for the new academy, provided Colby University would add \$25,000 within ten years.

This generous pledge was at once accepted. It was now deemed best to apply to the legislature for a new charter, relinquishing the name of Charleston Academy in favor of one that should commemorate the liberality of its benefactor. Accordingly a charter was obtained February 20, 1891, for a classical school under the designation of "Higgins Classical Institute."

The incorporators named in the new charter are John H. Higgins, Henry Hudson, Joseph B. Peaks, S. C. Fletcher, Sewall Brown, G. B. Ilsley, J. E. Locke, H. R. Mitchell, Will Eaton, David Knights, D. Humphrey, David Fletcher, Prentiss Kittredge, Elmer Cole, and Francis Harvey. Permission is given to hold property whose annual income shall not exceed \$20,000.

Organization was effected May 1, 1891, and Rev. J. H. Higgins was elected president of the board of trustees, W. H. Eaton, secretary, and D. S. Humphrey, treasurer. With a brief intermission between the last term of the old academy and the first term of the new institute, school exercises were resumed February, 1891, after extensive additions and repairs had been made to the buildings. A campus containing 16 acres was purchased; a lot of 4 acres was given for a ball

ground by H. H. Norcross, of Somerville, Mass. The lot purchased included buildings for a principal's residence. H. L. Tibbetts, of Lowell, Mass., C. F. Tibbetts, of Charleston, Me., and Clarence Tibbetts, of New York, gave \$1,700 to found the Tibbetts' Library, the fund of which will be \$1,000.

#### COURSES OF STUDY.

Besides a general course of one year, the work of the school is embraced in two courses of four years each. The academic course is intended to serve the purpose of a complete education, many of the studies being elective. The college preparatory course is substantially that required for admission to the colleges of New England. On completing this course the student is admitted to Colby College without further examination, provided he has taken the required rank entitling him to a diploma.

Board in private families is furnished for \$2 to \$2.50 per week. The trustee house, erected in 1891, is intended to supply rooms for the students of the institute. Board is here furnished at \$2.50 per week.

The rates of tuition are: Common English, \$4 per term; higher English and languages, \$5 per term. The year is divided into four terms of eleven weeks each, the first term beginning the first week in September. The whole number of students in 1891-92 was 79. The board of instruction for 1891-92 was composed as follows:<sup>a</sup>

C. C. Richardson, A. M., principal, Greek, history, French, and German; W. J. Rideout, associate principal, mathematics and natural science; Georgia C. Morton, preceptress, Latin, English literature, and drawing; W. H. Eaton, assistant in English; A. H. Perley, instructor in telegraphy; Mabel A. Humphrey, teacher of instrumental music; Nellie A. Coggins, teacher of painting.

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<sup>a</sup>First Annual Catalogue of Higgins Classical Institute, 1892; Reports of the President and Faculty of Colby University, 1891; Acts and Resolves of Maine, 1891.

## Chapter XI.

### METHODIST INSTITUTIONS.

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#### 1. MAINE WESLEYAN SEMINARY AND FEMALE COLLEGE.

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This flourishing seminary is indebted for its existence to the labors and gifts of Mr. Luther Sampson, a prosperous farmer, who lived in the village of Kents Hill. Mr. Sampson, in the year 1821, procured from the legislature of Maine an act of incorporation under the name of the "Readfield Religious and Charitable Society." Associated with him as trustees were Charles Kent, John Hubbard, Abraham Morrill, Zachariah Gibson, and John Morris.<sup>a</sup>

Among the objects sought to be accomplished by this society were: Aiding the Kents Hill school district to extend the time and influence of its school, and collecting a library for the people of Readfield.

The gifts of Mr. Sampson to this society in real and personal estate amounted to about \$10,000, a large sum at that period.

In 1823 Mr. Sampson directed that a part of his donation should be applied to the establishment and for the benefit of a school to be located on the premises, in Readfield, "for the purpose of affording instruction in the principles of experimental Christianity, theology, literature, and the practical knowledge of agriculture and the mechanic arts."<sup>b</sup>

A society with aims so comprehensive must soon outgrow any local designation, and, accordingly, we find the trustees, in May, 1824, voting to assume the name of the Maine Methodist Society, and in December of the same year modifying this title into the Maine Wesleyan Seminary.

The Maine legislature by act of January 20, 1825, authorized this change of name, by which the school has since become widely known. The same act enlarged the board of trustees to 25, exclusive of additional trustees previously provided for, and made persons residing in any part of the State eligible to that position. It also repealed the provision requiring that the trustees should be elected from the members of the Methodist Episcopal Church.<sup>c</sup>

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<sup>a</sup>Laws of Maine.

<sup>b</sup>S. Allen. History of Methodism in Maine, p. 204.

<sup>c</sup>Special Laws of Maine, vol. 1, pp. 429-430.



Mr. Elihu Robinson, who had established in his house at Augusta, in 1820, a school for the instruction of Methodist youth, was induced by Mr. Sampson to remove his school to Kents Hill and unite it with the new seminary. The general management of the institution was placed in his hands on the 27th of February, 1824. A seminary building was soon after erected, plain and unpretentious, followed soon after by mechanic shops for a manual-labor department.

It was quite in harmony with the most advanced educational theories of that day, to make provision for students to earn their school expenses by work on the farm or at various trades. The experiment was tried at the college at Waterville and at many other schools during the dozen years in which the manual-labor department was maintained at the seminary. This department went into operation in 1825, with capital amounting to \$3,000, invested in buildings and tools for labor on the farm and in the shops. Writing, in 1829, the principal says:

The experiment has fully equaled the expectations of the founders. We find no difficulty in classing those who labor with those who do not, indeed, some who have paid nearly all their expenses by their labor have outstripped any of those who have not belonged to the laboring department. The health of the students has been uniformly good. The popularity of the system with the students is high, indeed nearly all who attend the institution would be glad to avail themselves of its advantages.<sup>a</sup>

The statements are fully corroborated by the extracts from the report of the trustees appended to the principal's letter. This report further states that "of the 65 belonging to this class, 38 are employed during the winter vacation in teaching school and 10 are fitting for college. Of the whole number that attended the seminary the last term, 50 are 21 years of age and upward, most of whom belong to the laboring class." The amount realized from the farm in 1829 was about \$500, and the amount of work done at the mechanic shop was estimated at \$700. The branches of work carried on were chair making, cabinet work, turning, sash making, and tool making. Shoemaking was abandoned as an unhealthy occupation for students, and some attention was given to coopering, though with little success.

Five hours a day were devoted to labor, compensation for which varied according to the ability and industry of the student. If a student earned more than his board, which, including lodging and washing, was only \$1.75 per week, he was paid the balance remaining to his credit, but payment was made "in the products of their own industry."<sup>b</sup>

Doubtless the scanty earnings thus made possible helped many a poor boy to get an education otherwise beyond his reach. But as a source of revenue, or even a self-sustaining department, the plan

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<sup>a</sup> American Quarterly Register, Nov. 1829, vol. 2, p. 110.

<sup>b</sup> Catalogue for 1837-38, p. 15.

here as elsewhere proved a failure and, after twelve years' trial was abandoned. Most of the labor was unskilled, not worth the low price paid it, and the articles made were often of so inferior quality that sales were slow and unremunerative. The farm rapidly depreciated in value, while the outlay for materials, tools, stock, and superintendence constantly exceeded the receipts from the sale of manufactures and farm produce.

## FEMALE DEPARTMENT.

As early as 1832 the young women attending the seminary were grouped into a special division with the above title and placed under the care of a preceptress. The instruction given in this department included "music and scientific and ornamental drawing." An act of the legislature, March 20, 1853, authorized the establishment of a "female collegiate institute," under the same privileges as the seminary. In 1856 there were in attendance during the fall term 85 young ladies, exactly equaling the number of students in the male department.

The increasing importance of this branch of the institution, and the enlargement of its courses of study led to an application for a charter as a female college, which was granted by act of the legislature, approved March 14, 1863, changing the corporate name to the Maine Wesleyan Seminary and Female College.<sup>a</sup>

The curriculum of the college course for ladies is now the following:<sup>b</sup>

## FIRST YEAR.

*Fall*.—Physics, Livy, French and French composition, linear perspective.

*Winter*.—Cicero de Senectute et Amicitia, French and French literature, physiology, freehand drawing.

*Spring*.—Ovid or methods of teaching, history of Rome, physics.

## SECOND YEAR.

*Fall*.—Geometry, Tacitus, rhetoric.

*Winter*.—Trigonometry, physical geography, civil government, history of art.

*Spring*.—Astronomy, comparative zoology, German.

## THIRD YEAR.

*Fall*.—English history, German and German composition, chemistry.

*Winter*.—English literature, German, or advanced American history, political economy.

*Spring*.—Botany, English literature, German and German literature, elocution.

## FOURTH YEAR.

*Fall*.—Mental science, botany, geology.

*Winter*.—Theism and Christian evidences, history of civilization, German.

<sup>a</sup> Special Laws of Maine, Vol. VII, p. 140, and Vol. IX, p. 247.

<sup>b</sup> Catalogue for 1891, and Circular for 1892.

*Spring*.—Moral science, logic, practical chemistry and mineralogy or Horace, elocution.

Public declamation and English composition throughout the course.

Original orations during the fourth year.

A Greek course (elective) includes the following authors: Xenophon, Homer, Herodotus, Thucydides.

Bible study throughout the course.

Advanced work in music or fine art may be substituted for six of the above studies, subject to the approval of the faculty.

The degree of artium baccalaureata is conferred on young ladies who have satisfactorily completed this course, and the second degree of artium magistra is conferred on graduates of not less than three years' standing.

#### NORMAL DEPARTMENT.

Many of the students at Kents Hill are of sufficient maturity and attainments to warrant them in seeking employment during the winter or summer in teaching district schools. To aid in qualifying such persons a special department has for many years been conducted, which in 1892 offers this training course of one year, viz:

*Fall*.—Model arithmetic, model grammar, psychology, bookkeeping, freehand drawing, penmanship, vocal music.

*Winter*.—Model geography, model history, physiology, civil government, school laws of Maine, freehand drawing, vocal music.

*Spring*.—Model geometry, model botany, art and science of teaching, school organization, history of education, English authors, elocution.

Only professional work is designed to be included in the above course. Students may take the normal course while pursuing other courses. Practice classes are formed, in which the students are "required to give teaching exercises in the subject studied to the other members of the class," and a public exercise of this nature must be given by each member at least once each half term. The district school in the vicinity is used as a model school. The names of 11 young men and 51 young women were enrolled in this department in 1891.

#### CONSERVATORY OF MUSIC.

Musical culture has always been included in the education furnished at this seminary, particularly in its female department. Improved facilities and a gradual extension of courses to meet actual demands have now developed a department of instruction with the title above given. In it are included (1) a pianoforte scientific course, (2) a professional pianoforte course, (3) an amateur's pianoforte course, each of these courses extending through four years. The conservatory is supplied with 9 pianos. Courses of instruction on the organ and the violin are offered, as well as instruction in tuning pianos and organs and in orchestral work. The course in vocal culture includes preparation for teaching music in common schools or normal music.



Students pursuing the regular course in pianoforte, organ, voice, or orchestral instruments are required to take one year in theory and four terms in harmony, or counterpoint or composition. Graduates from the vocal course are expected to complete the three grades in the piano course, and to pass an examination in sight singing and in normal music. Diplomas are given to all graduates, and to undergraduates certificates of standing in branches pursued.

The degree of musicæ magister will be conferred on all who shall have completed the pianoforte scientific course or the vocal scientific course.

The students in the several conservatory courses in 1891 were: Pianoforte courses: Senior, 2; junior, 1; third grade, 4; second grade, 12; first grade, 17; total, 36. Voice-culture professional course: Fourth grade, 1; third grade, 2; second grade, 3; first grade, 26; total, 32. Orchestral course: Fourth grade, 2; third grade, 1; second grade, 3; first grade, 19; total, 25, of whom 19 are taught violin playing, 3 cornet, 2 double bass, and 1 trombone. Forty-six are enrolled in the normal vocal course.

#### ART SCHOOL.

There is also a three years' course in art, both theoretical and practical, at the completion of which a diploma is conferred. Free-hand drawing is continued through the course; one year is assigned to modeling, and the study of linear perspective is required. Water-color painting is followed by painting in oil, and one composition a week is required from each art student during the last year. The principles of architectural drafting are taught, and also of photography. *Æsthetics* and the history of art are studied by text-book and lectures with aid from a collection of illustrative photographs and casts. A satisfactory original work must be left in the school by every student who receives a diploma. In 1891 the fine-art course had 10 young lady students, with 55 gentlemen and ladies entered in a special course.

#### COLLEGE COURSE.

This course occupies four years, and furnishes a thorough preparation in the studies required for entrance to any college in New England. Eighteen pupils were enrolled in 1891. During the past few years Kents Hill graduates have been found in each of the following colleges: Bowdoin, Colby, Bates, Maine State, Dartmouth, Tufts, Williams, Harvard, Amherst, Wellesley, Boston, Wesleyan, Yale, Michigan University, and the University of the Pacific.

#### SEMINARY COURSES.

These are both scientific and classical, and constitute the chief work of the school. The students in the four classes numbered, in 1891, 198, divided as follows: Seniors, 33; juniors, 62; second year, 57; first year, 46.

For its science teaching the institution is provided with good cabinets and apparatus, which are being constantly increased by gifts and by purchase. It has a valuable cabinet of minerals; a collection of shells and of marine invertebrates from the Atlantic coast; a physical lantern with accessories; 400 lantern slides for illustration in geology, biology, physics, astronomy, history, and art; maps and charts; physiological models; physical apparatus, illustrating mechanics, sound, light, and electricity; compound microscopes; an engineer's and surveyor's transit and a compass; a telescope, with 5-inch object glass, constructed by Alvan Clark & Sons, etc.

The department occupies five rooms in Bearce Hall—lecture room, cabinet, and chemical and general laboratories. A new and enlarged chemical laboratory has recently been fitted up which accommodates 20 students, each with separate table and apparatus.

#### COMMERCIAL COURSE.

To meet the needs of those seeking preparation for business a course extending through one year is offered in the following studies, viz, bookkeeping, commercial arithmetic, penmanship, spelling, grammar, commercial law, business customs, correspondence, civil government, business practice. Instruction is also given in the Benn Pitman system of shorthand and in typewriting. One hundred and fifteen students were enrolled in this department in 1891.

*Library and reading room.*—The library contains about 6,000 bound volumes, and is sufficiently endowed to insure a uniform and healthy growth. Its contents are selected and arranged with a special view to the needs of students and teachers. The reading room is well appointed and supplies the papers and periodicals of the day.

*Societies.*—There are three literary societies, the Calliopean and the Literati for gentlemen, and the Adelphean for ladies. Each society holds a private meeting on Friday evenings, and one public meeting each term. Each occupies a beautiful and elegantly furnished hall, of which it has exclusive possession and control. There is also a Young Men's Christian Association and a Young Woman's Society of Christian Endeavor.

#### FINANCIAL HISTORY.

At the close of the first decade of the existence of the seminary it was found that a considerable debt had arisen from the failure of the receipts from tuition and the workshops to meet the expenses. Rev. Asa Heath was appointed in 1830 agent to solicit funds, and Rev. Charles Baker acted as agent the following year. A subscription of \$1,360 was pledged at the session of the Maine Methodist conference in 1831, in response to an appeal made by Mr. Caldwell, the principal. A grant of \$2,000 from the State, March 30, 1831,<sup>a</sup> supple-

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<sup>a</sup> Resolves of Maine, vol. 2, pp. 225, 38, and vol. 1, p. 569.

menting a previous grant of \$600 February 20, 1829, and of one-half of a six-miles-square township of wild land granted February 20, 1827, enabled the trustees, with the help of occasional donations, to continue the school until 1833. The report of the treasurer in May, 1834, showed a recurrence of the deficit, and at the instance of the trustees the Maine conference appointed Rev. Gershom F. Cox agent to solicit subscriptions for a fund of \$10,000. Many of the subscriptions thus obtained were in the form of scholarships, by which the donors of \$400, and in some cases of only \$200, could have the school bills of those under their nomination entirely remitted, or the interest upon smaller donations applied toward the payment of tuition.<sup>a</sup> Mr. Cox succeeded in raising the proposed amount during that year, and James Dinsmore, esq., one of the trustees, obtained \$6,000 additional the following year. But the increased expenditure consequent upon the popularity of the seminary, the enlargement of buildings and curtailing of tuition fees from the effect of scholarship certificates, gradually brought the treasury into a deplorable condition, and in 1840 it was found that the entire funds had been used up and the seminary was again deeply in debt. All the property at the disposal of the trustees was sold and applied to the payment of creditors, but an indebtedness of several thousand dollars remained unpaid. The principal, Rev. William C. Larrabee, who had assumed the entire responsibility for the expenses of the institution, found himself deeply involved, and felt obliged to abandon the enterprise.

Under these conditions, in the winter of 1841, Rev. Stephen Allen, with a corps of five devoted assistants, took charge of the school. The buildings were repaired to some extent, but the claims of certain annuities and the lessened receipts from tuition of those holding scholarships, left small compensation for the faithful labors of the teachers.

Mr. Henry P. Torsey, one of the assistants, became principal on the retirement of Mr. Allen in 1844, and it was stipulated that he should receive all the income, furnish the instruction, make needful repairs and meet the incidental expenses. The school prospered, became self-supporting, and soon outgrew its accommodations. Rev. D. B. Randall was made soliciting agent, and through his efforts and the generosity of many of the creditors the burden of debt was lifted, and a relinquishment of annuity and scholarship claims was obtained. The venerable patron of the school, Luther Sampson, aided in the work and subscribed \$1,500 toward a new building. Principal Allen surrendered his claim of \$1,000 for services. The Maine conference interested itself in the building enterprise. At a convention held in Biddeford in 1853 a considerable sum was pledged, including \$1,000 from E. Clark, M. D., of Portland. Rev. S. Allen continued the

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<sup>a</sup>S. Allen. Methodism in Maine, p. 208.



work of soliciting agent from year to year, until enough had been obtained to erect the large brick building to which was given the name of

#### SAMPSON HALL.

This edifice was dedicated and occupied August 10, 1860. It contains a chapel, parlors, recitation rooms and boarding accommodations for 140 students. It is well supplied with water, bathrooms, and other conveniences. The main building is four stories high, 100 feet in length and 40 feet wide. An extension in the rear is 60 by 40 feet in dimensions. The entire cost of the building, grading, and furnishing was about \$35,000. The board of trustees now resolved to raise \$35,000 additional for an endowment fund, and \$25,000 to provide a suitable building for the female college.<sup>a</sup>

The financial standing of the institution thus restored, with the impetus gained by the completion of a noble structure, the school continued to prosper. The appeals of the agent met with a generous response. Before another decade had passed, funds for the erection of another building had been secured.

#### BEARCE HALL.

Named in commemoration of the liberality of Samuel R. Bearce, esq., it was completed in 1871, at a cost of \$42,000. This building is devoted to the general purposes of the seminary, and furnishes the recitation rooms, laboratories, chapel, library, art rooms, and halls for the literary societies. Blethen hall, a beautiful home for the president, has since been erected at a convenient location on the seminary grounds.

#### FINANCIAL CONDITION.

The report of the treasurer, Hon. J. J. Perry, made to the trustees, July 1, 1891, presented the following exhibit:

Real estate .....	\$107,450.00
Investments .....	33,490.79
Other personal property .....	17,666.00
Total .....	158,606.79

To this should be added the property held by the Maine Wesleyan board of education as trustee, the income of which is annually paid to the treasurer of the seminary, viz:

Real estate, \$6,625; investments, \$69,462.73; total \$76,087.73, making a total of \$234,694.52 to the credit of the seminary.

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<sup>a</sup> Account in Zion's Advocate, August 17 and 24, 1860.

Among the friends of the institution who have contributed largely to its funds should be mentioned the following:

Luther Sampson, Readfield.....	\$12,000
Samuel R. Bearce, Lewiston.....	37,000
Eliphalet Clark, Portland.....	60,000
William Deering, Chicago.....	12,000
Reuben B. Dunn, Waterville.....	10,000
E. H. Gammon, Chicago.....	5,000
Ammi Loring, North Yarmouth.....	8,000

#### BOARD OF INSTRUCTION.

The officers of the seminary for 1891 are—

Rev. Edgar M. Smith, A. M., D. D., president, elocution, and Eliphalet Clark professor of metaphysics.

Rev. Henry P. Torsey, D. D., LL. D., emeritus professor of metaphysics.

Henry E. Trefethen, A. M., Stephen Allen professor of Greek and Latin.

Lyon L. Norton, A. B., mathematics and astronomy.

Samuel N. Taylor, Ph. B., Henry P. Torsey professor of the natural sciences.

Adelbert F. Caldwell, A. B., English literature, history, and rhetoric.

Fannie A. Davis, A. M., preceptress, French and German.

Lulu G. Adams, A. M., Latin.

Gertrude L. Stone, A. M., R. B. Dunn professor of normal instruction.

#### 2. EAST MAINE CONFERENCE SEMINARY.

That portion of the Maine Methodist Conference lying east of the Kennebec River was in 1847 declared a separate and independent organization. At the first annual session the next year it was promptly voted to establish a seminary, to be located on the banks of the Penobscot, and a board of 24 trustees was chosen. In response to a circular issued by the trustees, inviting proposals for the location of such a school in that region, the citizens of Bucksport offered to give for that purpose land valued at \$500, and in other property, \$2,500. The East Maine Conference in 1849 accepted this offer and voted to commence the erection of a seminary building.<sup>a</sup>

A charter was obtained from the Maine legislature June 14, 1850, authorizing the seminary to hold estate, real and personal, the annual income of which should not exceed \$3,000. A brick building for chapel and recitation rooms was completed in 1851. The location thus determined for the seminary is on the summit of "Oak Hill," overlooking the village and harbor of Bucksport, the ancient Fort Knox, and the charming scenery about "The Narrows" of Maine's chief river.

The conference of 1851 resolved to raise \$10,000, including what had already been given, as a nucleus for an endowment and building fund.

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<sup>a</sup> W. H. Pilsbury. History of Methodism in East Maine, p. 184.

Rev. L. L. Knox was elected first principal, and the school opened August 20, 1851, with 27 pupils.

The conference adopted, at its meeting in 1852, a resolution which aimed at raising \$25,000 for an endowment by the "scholarship plan." The working of this easy method of endowing schools is of especial interest. The scholarships were sold according to the following scale of prices: For one entitling the holder to the benefit of instruction in the institution, free of charge, for one year, \$8; for three years, \$15; for ten years, \$30; and for twenty-five years, \$50. The holder of a scholarship certificate was entitled to its benefits for himself or for any other person whom he might designate for the time specified in the certificate, whether taken in successive terms or otherwise. The agent, Rev. D. H. Mansfield, reported the entire \$25,000 to have been raised by this method in one year, 747 certificates having been issued. It was soon found that speculators were buying up these certificates and letting them to coming students who otherwise would have paid tuition. This practice, added to a stringency in the money market, worked so disastrously upon the receipts of the school that the trustees found themselves forced in 1856 to choose between repudiation of these scholarships and suspension of the school. The latter course was taken, and, after a prolonged discussion of various expedients, it was voted, November 5, 1856, to close the seminary until sufficient funds could be obtained to place it above financial embarrassment. The vexing question of the scholarship certificates remained unsolved until 1883, when the financial agent proposed that a surrender of them should be effected in some honorable way, and the board of trustees accordingly passed a resolution announcing their conclusion that the institution could no longer sustain the draft upon its resources made by the scholarships, and therefore, in consideration of the tender of \$1, obligated themselves to surrender the certificates in their individual possession. The agent urged upon other holders the necessity of following this example set by the trustees, and was able to report in 1886 that the number of outstanding certificates had been reduced to 100.

Meantime the boarding house authorized by the trustees in June, 1853, had been built during the succeeding year, and the school established in a brick edifice of four stories, 100 feet long and 40 feet wide, with rooms for 150 students. The resulting indebtedness, combined with the annual deficit, induced the trustees to vote, June 8, 1855, to raise the sum of \$20,000 in addition to current expenses during the next conference year. This appeal for support was not responded to with the anticipated alacrity. Following the suspension of the seminary in 1856 came the appointment of Rev. Ammi Prince as soliciting agent, and the vote of the trustees in 1857 that the agent endeavor to raise \$30,000 (instead of \$20,000), and that \$25,000 of this should be



set apart as a permanent fund. August 4, 1859, the agent reported \$25,000 pledged or paid, and in September the seminary was again opened.

Since the reopening of the school the principals have been: Mr. R. P. Bucknam, 1859 to 1863; Rev. James B. Crawford, 1863 to 1869; Mr. M. F. Arey, 1869 to 1872; Rev. George Forsyth, 1872 to 1881; Rev. Morris W. Prince, 1881 to 1884; Rev. A. F. Chase, from 1884 to the present time. Miss Eliza A. Flanders was preceptress from 1859 to 1861; Miss Elmira Lowder, 1861 to 1864; Miss Calista C. Meader, 1864 to 1869; Miss Etta C. Stone, 1869 to 1873; Miss Jennie C. Donnell, 1873 to 1877; Miss Malvina Trecarten, 1877 to 1879; Miss Emma O. Pratt, 1879 to 1881; Miss Amanda M. Wilson since 1881.<sup>a</sup>

The school was represented in the late civil war by 286 volunteers, about 35 per cent of such students as were liable to military duty prior to 1865. Their names and services are recorded in a pamphlet compiled by an alumnus.<sup>b</sup>

#### STATE AID.

The seminary has received substantial aid from the legislature of Maine. The first appropriation was of \$500 annually for ten years from 1858. This was followed by a grant in 1867 of the annual interest of \$10,000, which principal sum was in 1876 appropriated as an endowment fund, and placed in charge of the trustees of the seminary.<sup>c</sup>

The endowment from the State has been supplemented by gifts solicited from the friends of the seminary at different times, but is wholly inadequate to meet the demands arising from the large increase in the number of pupils under the present management. The aggregate attendance for the three terms of 1891 is 576.

The trustees at their annual meeting in June, 1891, adopted a plan for raising \$50,000 additional for the endowment fund, and appointed a board of trust composed of seven members to receive subscriptions and pay the interest to the trustees of the seminary until the charter should permit the seminary to hold an endowment of at least \$150,000, when the whole endowment will be placed in the control of the trustees.

#### LIBRARY, CABINET, AND SOCIETIES.

The school has a library of about 5,000 volumes and a valuable cabinet of minerals. It is also furnished with good chemical and philosophical apparatus, telescope, globes, maps, charts, and drawings illustrating natural history and astronomy. The natural history

<sup>a</sup> Sketch in *Zion's Herald*, April 30, 1890.

<sup>b</sup> N. B. Webb. *East Maine Conference Seminary War Record*, Boston, 1877.

<sup>c</sup> Resolves of Maine, 1858, chap. 191; Resolves of 1867, chap. 157; Acts and Resolves, 1876, chap. 285.

society has a large and increasing collection of mounted specimens. Four flourishing literary societies are sustained, two of them by the young ladies.

The members of the faculty board at the general boarding house, which accommodates 150 persons, and sit at the same tables with the students. The social intercourse of the house is made to partake more of the character of the family circle than of the common restrictive regulations of large schools.

The State superintendent commends the efficient management of Principal Chase, and pronounces the academical course of study to be equal in extent to that of any similar school. The classical course offers a thorough preparation for any college. The scientific, commercial, musical, and normal courses are each well arranged and successfully conducted. The seminary may now be regarded as firmly established, enjoying the favor and support of a large number of alumni and friends, and with a good prospect of increasing in usefulness in the future.

The faculty for 1891 consists of Rev. A. F. Chase, Ph. D., principal, metaphysics and mathematics; Amanda M. Wilson, A. M., preceptress, Latin and modern languages; Wendell P. Parker, A. B., Greek and elocution; Edson F. Hitchings, M. S., natural science; Fred C. Ball, commercial department; Ada M. Furnel, Mus. B., music; Mrs. A. F. Chase, A. M., English essays; Alice J. Davis, assistant in mathematics; Lieut. Col. S. P. LaGros, military tactics; Annie M. Luce, assistant in English; Archie S. Harriman, assistant in Latin; Lizzie D. Nash, violin; Nina J. Smith, librarian; E. B. Maddocks, steward.

## Chapter XII.

### WESTBROOK SEMINARY AND FEMALE COLLEGE.<sup>a</sup>

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This seminary originated in the Kennebec Association of Universalists. At their annual session held at Greene, September 29, 1830, a resolution was adopted providing for a meeting to take into consideration the matter of a classical school or seminary. A committee of 11 gentlemen in various parts of the State was appointed to address the people upon the subject. A meeting was held at Stevens Plains in Westbrook, now Deering, October 27, 1830, at which a constitution was adopted. An act of incorporation was obtained March 4, 1831, as "Westbrook Seminary," with the following list of trustees, viz: J. C. Churchill, F. O. J. Smith, D. Winslow, and N. Nutter, of Portland; W. Slemmons and M. Quimby, of Westbrook; Josiah Dunn, of Poland; W. A. Drew, of Augusta; D. McCobb, Waldoboro; G. W. Tinker, of Bowdoinham, and Alfred Pierce, of Greene. Power was given by the charter to increase the number of trustees to 36, with the proviso that "at no time shall any clergyman, a professed minister of the Gospel, be eligible to the board of trustees so as to increase the number of clergymen belonging to said board beyond one-sixth of the whole number of the trustees in office. The legislature of 1865, with a higher opinion of Universalist ministers, amended the charter and fixed the number of trustees at 19, of whom not more than one-third might be clergymen.

Another noteworthy stipulation in the original charter was that "all the property which may belong to this institution over and above \$5,000 shall be subject to taxation by the State only, except such as shall be given by persons not residing in the State."

As there was no similar institution under the patronage of the Universalist denomination located in New England, the school was established at Westbrook,  $2\frac{1}{2}$  miles from Portland, easily accessible from New Hampshire and Massachusetts. The State Universalist Convention promptly ratified the proceedings of the committee and appointed Rev. W. A. Drew and Rev. S. Brimblecom to address the churches

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<sup>a</sup>Sources of information: Special Laws of Maine, vol. 2, chap. 143; vol. 9, chap. 414. Maine School Report, W. J. Corthell, 1876, p. 94. Catalogues of Westbrook Seminary, 1854, 1869, 1871, 1875, 1890-91. The Christian Pilot, May 3, 1833. The Universalist Register, 1891.



in favor of the enterprise. These gentlemen at once entered into the work of collecting funds, and in May, 1833, reported "the building in progress." The building was of brick, 37 by 70 feet in dimensions, two stories high, with a cupola, and cost about \$7,000. The land upon which it was situated was given by Z. B. Stevens and O. Buckley.

The seminary was opened for instruction June 9, 1834, in charge of two clergymen, Rev. S. Brimblecom, principal, and Rev. A. Dinsmore, assistant. In 1836, James Furbish took charge of the school, continuing until 1840, when John K. True was chosen principal. He was followed by other principals, viz, M. B. Walker and G. W. True, 1843; E. P. Hines, 1844; G. R. Bradford, 1846; Rev. L. L. Record, 1849; N. Hatch, 1851. The school was now in a very low state, and remained closed for several terms, until Rev. J. P. Weston took charge of its affairs in March, 1853. By his zealous labors the seminary was raised to new life and given a permanent position.

Goddard Hall, a fine four-story brick edifice, 75 by 50 feet, was erected during his administration. It is used as a dormitory for the boys and also contains a reading room. In 1889 it was refurnished by Mrs. Mary Goddard, at an expense of \$5,000, and is now heated by steam, supplied with hot and cold water, and worthy a place among the best school buildings in the State. It commemorates the benefactions of Mr. Thomas A. Goddard, of Boston, Mass. Mr. Weston's administration terminated in 1859.

The school was now placed in the temporary care of several young men in succession—Mr. C. S. Fobes and Rev. S. B. Rawson in 1859, B. G. Ames in 1860, and M. B. Coolidge in 1861. Rev. S. H. McColister was chosen principal in 1862 and conducted the school until 1869. The attendance increased and the general reputation of the seminary improved under his scholarly care. Rev. J. C. Snow, from 1869 to 1872, occupied the principal's chair with marked success. During this period the school was established upon the permanent basis it now holds. Hersey Hall, an imposing four-story brick dormitory for the ladies, was built, and a large dining hall connecting it with Goddard Hall. Its dimensions are 100 by 50 feet, and the amount expended in its construction for steam heating apparatus, water service, and other modern accessories, amounted to \$40,000. The gifts of Gen. S. F. Hersey, of Bangor, caused his name to be bestowed upon the building. The president's office and the Frost library are in this building, with a ladies' reading room. Mr. George Frost, of Deering, has given a library fund of \$500.

Mr. William A. Poste conducted the school with ability in 1872 and 1873, after one year of faithful service by Mr. Cyrus B. Varney in 1871-72. The school also prospered under the care of Rev. George M. Bodge, from 1874 to 1878. The class which graduated in 1875 was one of the largest in the history of the seminary, numbering 26; the same number graduated in 1889.

Rev. J. P. Weston, D. D., was a second time chosen principal in 1878, and continued to preside over the seminary to which he had given so efficient labor and instruction twenty-five years before. His successor, the present principal, is A. B. Allen, A. M., who has had charge of the school since 1889, and is adding to its reputation by his able and energetic administration of its affairs. The principal and his assistants are chosen by the trustees of the Maine State Universalist Convention.

#### LADIES' COLLEGIATE DEPARTMENT.

The trustees were authorized by an act of the legislature, approved March 11, 1863, "to prescribe a course of study for young ladies, equivalent to that of any female college in New England, and to confer the collegiate honors and degrees usually granted by female colleges." Two courses, of four years each, have been established in this department. The degree of laureate of arts is conferred upon ladies who complete the classical course and that of laureate of science upon those who complete the scientific course. From 1863 to 1890, inclusive, 115 ladies have received the degree of L. A., and 72 that of B. S.<sup>a</sup>

#### ACADEMIC DEPARTMENT.

This department includes the college preparatory course of four years, a higher English course of three years, and a general English course. The attendance in 1891, in all courses was, during the fall term, 94; winter term, 85; spring term, 83.

#### CABINET AND LIBRARY.

A cabinet of minerals collected by Dr. Weston, numbering about 700 specimens, has lately been acquired. The physical apparatus includes a lunar tellurian, dynamo, electricmotor, telegraphs, telephones, galvanometer, Wheatstone's bridge, rheostat, and other instruments. The Frost library contains about 1,000 volumes.

#### AID FROM THE STATE.

In the report of the Maine board of education for 1851 Westbrook Seminary is reported as having received from the State 11,520 acres of land and \$2,000. By resolve of March 8, 1832, \$1,000 was granted, of which \$250 was for the tuition of indigent students. The further sum of \$200 a year for ten years was voted by resolve of March 27, 1858. The proceeds of the sale of timber from a half township of State lands, the amount not exceeding \$10,000, was granted March 23, 1864; this amount was conditioned on the raising of \$10,000 by the friends of the seminary, and was to be invested as an endowment,

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<sup>a</sup>The Catalogue for 1891 contains a list of the graduates.

from the income of which five perpetual scholarships giving free tuition were to be created and placed at the disposal of the governor and council, "preference being given to returned soldiers, or the children of such as have fallen in the defense of their country."<sup>a</sup>

BOARD OF INSTRUCTION, 1891-92.

The instructors for 1891-92 are Albert B. Allen, A. M., acting president, and professor of Latin, Greek, mental and moral science; Henry B. Stone, Ph. B., natural sciences and mathematics; Miss D. N. Morton, L. A., preceptress, French, German, and rhetoric; Miss Rose Bennett, L. A., mathematics and history; Miss Annie Nichols, L. A., botany and Greek; Mrs. A. B. Allen, M. M., music, drawing, and painting; Miss Helen L. Coe, elocution and physical culture.

The seminary now has invested funds amounting to \$100,000. Mr. Charles S. Fobes, of Portland, is treasurer of the corporation, and Mr. Merritt B. Coolidge, president of the alumni association.

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<sup>a</sup>Report of Maine Board of Education, 1851, page 38. Resolves of Maine, vol. 2, p. 409; vol. 8, chap. 193; and vol. 9, chap. 334, p. 330.



## CHAPTER XIII.

### MAINE CENTRAL INSTITUTE.

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This institute was established in 1866, in the town of Pittsfield, and is appropriately named from its central location. It was chartered February 1, 1866. The corporate members of its first board of trustees were Oren B. Cheney, Ebenezer Knowlton, Going Hathorn, Anson P. Morrill, Henry Boynton, James Colder, Dennis L. Milliken, William H. Littlefield, John Thissell, Lot L. Harmon, Alex. H. Morrill, William C. Stinson, Nathaniel F. Weymouth, Solomon Dunning, John W. Perkins, George E. S. Bryant, Joshua Nye, and Jesse C. Conner.<sup>a</sup> Several religious denominations are represented in this list of incorporators. The immediate occasion of the founding of the school was the development of the flourishing Freewill Baptist academy, called the Maine State Seminary, into what is now Bates College. Pittsfield had in 1855 endeavored to secure that school, but the trustees, by a majority of one, voted to place it in Lewiston.<sup>b</sup>

The claims of Pittsfield were again presented and with success. In the autumn of 1866 the institute opened, with Rev. Arthur Given as principal and over 80 pupils enrolled. Having no buildings as yet, the pupils were assembled wherever room could be found. Public halls and private parlors received the classes which the village school-house could not contain.

In 1868 the corner stone of a large brick building was laid, and in 1869 the institute had a local habitation. The edifice is 118 feet long, 68 feet wide, and three stories high with a basement story. It is provided with steam heating, and is very conveniently planned for general school purposes. The campus on which the institute stands is about 20 acres in extent, the gift of Going Hathorn, esq., one of the incorporators.

Rev. Arthur Given, the first principal, was succeeded in 1867 by Prof. Charles A. Mooers and Prof. L. G. Jordan, who conducted the school with ability one year each. Prof. George B. Files was principal from 1869 to 1873; Prof. Kingsbury Bachelder 1873-1881; Prof. John H. Parsons 1881-1889, at which latter date Prof. O. H. Drake was appointed.

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<sup>a</sup>Special Laws of Maine, vol. x, p. 11.

<sup>b</sup>Historical sketch in the students' monthly, "The M. C. I.," June, 1888

## COURSES OF STUDY.

Four courses of study are offered—a college preparatory course of three years, a classical course of four years, a scientific course of four years, and a normal course of two years. Graduates from the college preparatory course receive certificates admitting them to Bates College without examination. The normal department is in charge of Prof. J. E. Holton, A. M. This department was established in 1881. There is also a commercial department, over which Prof. H. H. Bryant presides. Besides the preceptress, Miss Angie E. Hanson, the corps of teachers in 1891 includes Mrs. O. H. Drake, A. B., Latin and science; Flora A. Boyd, L. A., normal classes and English studies; Mrs. F. J. Taylor, vocal and instrumental music; Mrs. E. C. Bryant, phonography and type-writing, and Mr. Fred A. Glines, penmanship. The average attendance in the three terms of 1891 was 176.

The number of persons who have enjoyed the educational advantages offered by the institute now exceeds 5,000. These have come chiefly from central Maine, though every county in the State has had its representation. The degrees of laureate of arts and laureate of science are conferred upon lady graduates of the classical and scientific courses, respectively, by virtue of act of the legislature, approved February 10, 1887, authorizing the trustees to confer "the collegiate honors and degrees that are generally granted by female colleges."<sup>a</sup>

Though the Maine Central Institute has always been under the general oversight of the Freewill Baptist denomination of Maine, it is in no sense a sectarian school. Only two of its present board of instruction are members of this denomination, while its trustees have always been made up of men of different religious beliefs. An act of legislature approved March 5, 1889, seems however to indicate that the school may soon become more directly under the control of the Freewill Baptists. The act divides the 25 trustees into classes of 5 persons each, holding office five years each. Beginning with 1890, 3 of the 5 trustees to be annually elected, are to be chosen by the Maine Free Baptist Association.<sup>b</sup>

The financial condition of the school has improved within the last few years, and the indebtedness incurred during the early years of its establishment has been paid, leaving a small endowment fund, which the friends of the school intend shall soon be increased. The citizens of Pittsfield have shown great interest in the enterprise and respond liberally to appeals for aid. The late W. C. Stinson, esq., was mainly instrumental in securing the location of the institute in this town, and not only solicited many pledges of financial support from others, but also freely relinquished all his own property for the same purpose. The State has been liberal in its gifts, and has made

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<sup>a</sup> Private and Special Laws of Maine, 1887, Chap. 77.

<sup>b</sup> Acts and Resolves of the Sixty-fourth Legislature of Maine, 1889, chap. 501.

provision that "the governor and council and superintendent of common schools shall have a right at any and all times to visit said school when the same shall be in operation, and if, in the opinion of the governor and council, said institution at any time hereafter shall fail to fulfill the conditions contained in this resolve, they may in their discretion withhold the appropriation (\$1,000 annually for ten years) herein granted." The conditions referred to are: "That the trustees of said institution shall maintain and keep in operation a school equal in rank and grade of teaching with its present high grade and rank, and also maintain a Normal Department equal in grade to that required by law of the State normal schools."<sup>a</sup>

In 1870, the State gave the school the interest on \$10,000, payable annually at 6 per cent. This principal sum was by the legislature of 1881 granted as an endowment fund, conditioned upon the establishment of a normal department. It also gave permission, in case the managers could not raise money enough within two years to clear itself from debt, that the trustees might locate the institute in some town whose inhabitants would furnish suitable grounds and buildings. The effect of this act was to stimulate the friends of the school to raise the needed funds, which they succeeded in doing, and accordingly the legislature of 1885 ordered the payment of the \$10,000 endowment fund, the interest of which only had been paid since 1881.

It is not unlikely that the "Maine Central" as a designation of this institute may ere long give place to the surname of some patron of education, the act of 1881 having authorized the trustees to make such a change on receipt of the sum of \$10,000.<sup>b</sup>

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<sup>a</sup>Resolves of the State of Maine, 1891, chap. 4,

<sup>b</sup>Private and Special Laws of Maine, 1881, chap. 71, and Resolves of Maine, 1885, chap. 180.



## Chapter XIV.

### OAK GROVE SEMINARY.

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This flourishing school is under the charge of the New England Yearly Meeting of Friends, and is situated at Vassalboro, on the banks of the Kennebec, 12 miles above the State capital. Its founders were John D. Lang; Ebenezer Fry; Alden Sampson; Samuel Taylor, second; and Alton Pope. In 1849 they met to discuss the desirability of establishing a school in which their children might receive Quaker discipline. Mr. Lang offered an acre of land for a building site, and steps were taken to obtain incorporation. Under the direction of Samuel Fry a substantial wooden building was erected, at a cost of \$2,500, near the top of a considerable elevation crowned with a forest of oaks.

The act of incorporation was passed by the legislature and received the approval of the governor, April 5, 1854. The charter authorizes the five founders above named and their successors to receive and hold property as a corporation to the limit of \$50,000, with the powers and privileges incident to similar corporations.

The school opened in the autumn of 1850 under the direction of William H. Hobbie, a graduate of Waterville College, who remained two terms. Tradition says that the Friends looked upon his method of requiring some of the lessons to be chanted instead of recited as being "both mysterious and worldly, and totally at variance with the mind of truth." Mr. Hobbie's resignation did not awaken much grief, and Josiah Nickerson was hopefully welcomed as his successor.

The original purpose to limit the privileges of the seminary to Quaker children was given up under his administration, and the school opened its doors to all alike. Franklin Page, now the publisher of the Friends' Review, was the next principal. Owing to the impossibility of obtaining board in the vicinity, the attendance steadily diminished. This condition of affairs was considered at a meeting of the corporators, and it was resolved to solicit contributions from Friends in general to the amount of \$15,000, for the purpose of erecting and furnishing a boarding house. Headed with a subscription of \$1,000 from Ebenezer Fry and corresponding sums from the other

founders, the list was circulated by Eli Jones and Thomas Nichols within the limits of the Vassalboro, Fairfield, and Falmouth Quarterly Meetings, and educational meetings held in nearly every Quaker meetinghouse in the State. The amount was finally secured and the dormitory built. The site was not far from the spot where the first meeting of Friends in the county was held in 1780.

But though the pupils received into the school were no longer required to be from the families of Friends, there was no disposition to place the management of its affairs in the hands of "the world's people." We find in the records of the board the following:

At a meeting held the 14th of 3d month, 1857, the committee on a board of instructors reported that they were united in the judgment that the services of a Friend of religious character and moral worth should be obtained, who shall be considered as principal of Oak Grove Seminary, and whose duty it shall be to exercise a parental care over its inmates and have the government of the school, in seeing that order and a proper subordination be observed by all, that he shall have charge of the Scripture lessons of the different classes and impart such moral and religious instruction as he may deem calculated with the divine blessing to promote the welfare of those under his charge, and that there should also be employed a mathematical and classical teacher, competent to instruct in the higher classes of the school.

The school was reopened under the new arrangement, in the latter part of 1857, under the principalship of Eli Jones. The average attendance of the year was 50 pupils.

The nucleus of a library and cabinet of minerals was formed, and during the administration of Albert K. Smiley the next principal, \$500 was expended for chemical and philosophical apparatus. The school was highly successful under Mr. Smiley's direction, and at one time had 140 pupils enrolled.

Augustine Jones succeeded principal Smiley in 1860, and continued in charge three years. Of him it is recorded that "he labored diligently, governed firmly, and taught thoroughly." After an interval of one year, in which the school was conducted by Ozias Whitman, a faithful teacher though not a member of the Society of Friends, and by Joseph Pinkham, since an eminent physician, Mr. Jones resumed the position of principal. A gymnasium was added and the school buildings refurnished. A commercial department was included in the courses of instruction. In the midst of these evidences of prosperity, the Seminary building was destroyed by fire in the spring of 1883, and the school discontinued for one year.

At this time the school property was transferred to the New England yearly meeting of Friends, and this committee raised the amount of money necessary to rebuild the seminary.

In February, 1884, the school reopened, with Charles H. Jones as principal. Mr. Jones had previously served as assistant, and entered zealously upon the work of restoring the school to its former high

rank among the academies of the State. The tokens of new life and vigor soon made themselves manifest, and the attendance increased to such an extent that another building became necessary to accommodate the pupils. A large school building was erected in 1885, which was soon filled with scholars, and the prospects of the seminary seemed unusually brilliant. Hardly two years had elapsed, however, when on the night of August 31, 1887, the school and boarding houses were entirely consumed by fire, and one of the pupils, an interesting lad of 14 years, named Stephen Jones, perished in the flames. The gymnasium and stable were at once fitted up temporarily for school purposes, and instruction was to begin on Monday, September 19; but while all were at church on Sunday forenoon this building also was burned. It was afterwards ascertained that both fires were the work of an incendiary, a pupil from Brockton, Mass.

Greenwood Hall, the nearest public building, was hastily prepared to receive the school, and the work of the seminary went on. An appeal for funds to rebuild and endow the seminary was made and found a liberal response. One of the subscribers, Charles M. Bailey, of Winthrop, a prominent member of the Society of Friends, assumed the expense of constructing the buildings, about \$22,000, leaving all other gifts to be used as a permanent fund, which now amounts to \$20,000.<sup>a</sup>

The new seminary buildings, to which the name of Bailey Institute is now attached, were completed in season to receive the school at its autumn session in 1888. The principal, Mr. Charles H. Jones, resigned in the spring of 1889 to take charge of the Friends' Academy at Union Springs, N. Y. The services of Mr. Rufus M. Jones, a former pupil of Oak Grove and a graduate of Haverford College, were secured at once, and the seminary has prospered under his efficient management beyond all previous record. The number of students in 1891-92 is 123.

Mr. Jones is aided in his work by an able corps of assistants. The faculty is at present composed of Rufus M. Jones, A. M., principal, languages and psychology; Henry H. Goddard, A. M., mathematics; Georgia B. Birdsall, Ph. B., governess, history, and English; Sibyl Stanley, S. B., sciences; Grant D. Anthony, commercial department; Emma F. R. Goddard, primary department; Sarah H. C. Jones, household department; Lewis P. Mayo, music; Sara D. Lang, drawing and painting.

Two courses of study are offered: A classical course of four years and a scientific and literary course. The former may be varied, so as to prepare students for any college or university. The aim of the latter is especially to prepare young men and women for teaching or

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<sup>a</sup>The Society of Friends in Kennebec County, Me. By Rufus M. Jones. New York, 1892. pp. 12-14.



to give them an opportunity to pursue the studies most necessary to fit them for an active and useful life in the world. Courses are offered those desiring to fit for teaching. A diploma is given to those satisfactorily finishing either of these courses.

The seminary has also a commercial course and a primary department.<sup>b</sup>

In common with several other academies, Oak Grove Seminary received from the State in 1872 a grant of \$600 annually for ten years toward the support of a normal department. Reports of the attendance and instruction in that department appear in the annual reports of the State superintendent during that period.

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<sup>b</sup>Catalogue for 1891-92. Kennebec Valley News, Vassalboro, April 5, 1892.

















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